

THE
Teaching of Language
in the
PRIMARY GRADES

Supplement to the Sonoma County Course
of Study. Adopted June, 1904.

Bulletin No. 7
San Francisco State Normal School

BY

EFFIE B. McFADDEN

SUPERVISOR OF PRIMARY LANGUAGE TEACHING IN THE
SAN FRANCISCO STATE NORMAL SCHOOL.

COURIER PRESS
PETALUMA, CAL.



The Teaching of Language
in the
Primary Grades.

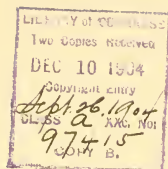
The
Teaching of Language
in the
Primary Grades

Supplement to the Sonoma County
Course of Study. Adopted
June, 1904.

By

EFFIE B. McFADDEN

Supervisor of Primary Language Teaching in the
San Francisco State Normal School.



COPYRIGHT, 1904,
BY
EFFIE BELLE MCFADDEN.



Introduction.

The series of lessons in this Bulletin is the outcome of an attempt to make certain grammatical forms a matter of habit; that is, to so fix them that when the necessity for their use arises, the child need not go over in his mind any previously learned definition, nor think of any rule by which he could choose the correct form to be used. The general idea has been to get the attention on the form first, and gradually lead the child to the place where the subject matter only is in mind.

The devices given are those used by the student teachers in the Training Department of the San Francisco State Normal School. They are by no means original, having been taken from many sources and worked over by the teachers from whose reports they have been copied for this Bulletin.

The method used has been to bring the proper setting before the child, either actually or in imagination. The teacher gives the proper form to be used, and the child imitates her by using the form. The best results will come if the attention of the child is exclusively upon the form we wish to teach him, without too much paraphernalia to divide that attention. To illustrate: The child is to be taught to use the form, "I saw," in telling about something he has seen before. The teacher produces the proper conditions by walking to the window, looking out at some object, then returning to her desk, and saying, "I saw a man." The child then imitates her.

Next, instead of actually reproducing the condition, the teacher does so in imagination, which is one step in advance. "On my way to school this morning I saw a pretty flower. Tell me what you saw."

The "times over," or spiral method, as it is usually called, was found to be very effective. The first time over consisted entirely of oral work, before the children had mastered their pens or crayon well enough to give their attention to what they were writing, rather than to the form of the letters.

Writing the sentences was introduced the second time over, the children copying first, afterward doing it from dictation, and finally making up their own sentences.

At the end of every series will be found a story for reproduction, first for oral work, then for written work. Nearly all the stories must be worked over if the reference only is given, as these stories were originally written to be read, and not to be reproduced. The stories must be as simple as possible, with easy language construction.

These stories are not told for their moral effect upon the children, nor for encouraging an especially dramatic or vivid reproduction, but solely for the purpose of using the required language forms. Hence the stories should be short and simple, but at the same time interesting.

GRADING

On account of the use of the spiral method, the work has not been graded. If no lesson on the form had been given in the class, the "first time over" lessons were given first in a shortened form, suitable to the grade. As a rule, the "second time over" lessons were given in the second grade.

The lessons on capitals, on two, on those, and on questions were begun in the second grade.

The lessons on their, on lie, sit, teach and on the first two forms in quotations were begun in the third grade.

The lessons on lay, set, learn, on their, on pronouns, and the possessives were begun in the fourth grade.

Quotations may be begun in the high second grade, one new form being added each half year.

Questions were taken in all grades with all suitable subjects.

Double negatives were begun in the receiving class, and continued all the way through.

It will be seen that no contrasting words are taken together. The idea is to form a reflex for one form, then for the other. If this is done, there will be no need for choice.

Effie Belle McFadden.

San Francisco State Normal School,

June 1, 1904.

MARGINS

The first time I had the children write on paper, I had them place their papers properly on their desks. Then I said to them, "Hold up the hand you do not write with." Close your little finger. Close the one next to it. Now you have two fingers standing. Put your hand down on the paper so your longest finger will be on the edge of the paper. I showed them how by drawing on the board a picture of the paper and the hand on it, also by holding up a paper with my hand on it. Take your pens, write the first word right by your finger. Then they wrote the second line under the first.

We also took our readers, and found that the printer did not print out to the edge of his paper, but left a space.

This work was repeated during every lesson, until all the children did it as a matter of course.

Another device is to give each child a piece of cardboard just as wide as the margin should be. He puts this down on his paper with edges even, finding the place for the first word.

The secret of success is to have all the children do it together, imitating the teacher first, then alone, the teacher simply reminding, and finally without direction. Constantly doing this only one way will bring results. Never allow the children to write even a spelling lesson without a margin.

Second Time Over

I had the children take out their readers and look at the first line in several stories. They found the first word twice as far from the edge of the leaf as the

other words. I had them copy the first paragraph of several stories, indenting the first word. After this, I reminded them of this whenever they wrote a story or copied a paragraph, until all had formed the habit.

SENTENCES

Purpose and Method

One of the first things to be mastered in written language is the proper beginning and ending of the sentence. In order to do this, the child must first know in some way what a sentence is, and then he must have a reflex for putting in the proper punctuation.

We can tell a sentence in two ways: First, by noting the inflection of the voice when we hear it read, and, second, by seeing the beginning and ending. The first way can be taught the children before they read or write.

The method pursued was directing the attention to the voice as sentences were read. The sentences must be very short and simple at first, the downward inflection of the voice pronounced, and the pause between long. On account of the difficulty in getting stories made up entirely of simple sentences, the following are added:

I said to the children, "I am going to read you some sentences. You may tell me how many I read. I shall stop after each sentence. You may count them for me." Then I read, making a long pause after each sentence:

Saturday I went down town. I looked in a big window. There I saw a beautiful doll.

"How many sentences did I read? Now listen again."

I went into the store. I bought the doll.

"Tell me how many sentences."

I gave the doll to my cousin. She named the doll Grace. She was very happy.

"How many sentences?"

I read the same thing again, pausing after four sentences to ask, "How many?"

I used in the same way:

I had a very large dog. His name was Carlo. He had pretty, black hair. He sat up and begged for a cracker. He liked to go into the woods to catch birds. I threw a stick. He ran after it. He brought it back to me.

Here are two children. Their names are Jack and May. They are wading in the water. Mamma said they could have some fun. Going in wading is great fun.

The water is very warm. On the bottom are sand and pebbles. Jack sees a clam on the bottom. May screams. She lifts her foot out of the water. A crab had caught her toe. Joe pulled it off.

One day an ant fell into the water. He tried to swim out. He could not do it. A dove saw the ant. She picked off a leaf. She threw it to the ant. The ant crawled up on the leaf. She was carried to the shore.

The next day a man was out hunting. He saw the dove. He aimed his gun to shoot it. Just then the ant saw the man. She bit his heel. The man was very angry. He turned around. The dove flew away.

2. For another device, I used a picture large enough for the whole class to see.

Tell me how many sentences I make about this picture.

In this picture I see a little girl. She is standing by her mama.

"How many sentences? Now listen again."

The cat is lying by the fire. I think mama is telling the little girl a story. The little girl looks happy.

"How many sentences?"

Then I called on the children to make me one sentence, two sentences, three sentences, etc.

3. For a third lesson, I provided each child with a picture, and called for a definite number, as two, three, etc., according to the ability of the children.

By this time the children were able to recognize several sentences with only a slight pause between. The second step—recognizing a written sentence—was begun.

4. I went to the board, saying, "Now I shall write you a sentence on the board," and I wrote: See the little girl.

"What kind of a letter at the beginning? How did I finish it? Now you may give me some sentences, and I will write them on the board."

As each one was given, I asked, "How shall I begin it? How shall I finish it? Who will write the first word? Who will finish it?"

After several easy sentences were given, I went back over the group, calling on different children to show me the first sentence. "Where does it begin? Where does it end? What kind of a letter at the beginning? How do we finish it?" After going through the sentences consecutively, I skipped about.

After this they counted the number of sentences on certain pages in their readers.

5. For another device, I had the following sentences written on the board:

I saw a cup.

The baby saw mama.

May caught the ball.

The boy went home.

Tom came to school.

I ate an apple.

To vary the exercise, I said, "Let us play this sentence to-day. Now who will be the first word? What kind of a letter must the first word have?" The child suggested standing on the table to be higher, so he did. The children then stood in a row, one child representing each word, and the pupil, at her own suggestion, sat on the floor. Then each child said his word, and the next sentence was played. I allowed them to represent the big letter in any way they chose. Then they pointed out the beginning and ending of each sentence. The children called for this game repeatedly. I closed the lesson by reading a story from their reader, allowing them to tell how many sentences.

Second Time Over

The exercises under first time over should be repeated from time to time. As soon as the children are able to write at all readily, they are ready for the second time over. The purpose of this is to form a reflex for writing a sentence properly, with the attention in some other place than on the beginning and ending. Success is obtained only through directing their attention to it time after time.

The children should know, first, how to make the capital letters. To direct their attention to this, I wrote on the board this list of words:

The, my, he, a, papa, baby, five.

I had the children write the same word as they would if it were the first word in a sentence. Then

we made up the following sentences. I wrote them on the board. The children told me how to finish the sentence:

The boy went home. Papa is good to me.
 My name is May. Baby likes to play.
 He is a good boy. Five boys are in the yard.
 A pen is on the desk.

I had these copied, reminding them of the margin and a period at the close. After all had finished, I asked them to look at each sentence to see if it were finished.

Following this, I had a dictation lesson. These sentences should contain words that the children know thoroughly:

My dog is black. Papa likes me.
 He eats meat. Baby is good.
 A pencil is round. Five nuts are in the cup.

I had them take their readers and copy the first four sentences in lesson 13, page 13, numbering the sentences.

Copy lesson 16, page 16, numbering the sentences.

I had several objects in the room, such as a ball, a flower, a fan, a box, a cup, a doll, a book, etc.—all objects whose names could be written by the children. I held these up one by one, asking for a sentence about each. As the sentence was given, I had it written on the board, properly begun and ended.

I copied the best sentences on the front board, and had the children copy them for a writing lesson.

I had a large picture. I asked for sentences about the picture. Then I sent the children to the

board, and had them write two sentences about the picture.

I had them write a definite number, say, three, four, or five, according to their ability, and the time I had, about the nature study material.

I gave a familiar subject, as a car, the wind, the sun, a rainbow, the bay, a boat, and had the children write a definite number of sentences.

I had sentences made and written containing the past tense of verbs learned previously.

I had sentences made containing the language form used for oral drill for the week, first writing the form on the board; as, "I have no —."

For other sentences, see the State Series Language Lessons, lesson 1, the first half of lesson 2, lesson 3.

Device: Have a pupil come to the front of the room and face the class. On the board above his head write a subject. The class then make sentences until the pupil can tell what it is. The pupil who gave the last sentence must then take his place.—From Bulletin No. 3, by Alma Patterson, edition now exhausted.

Third Time Over.

Some time in the third or fourth year the children naturally begin the use of the complex sentence, and usually give it two capital letters. A few lessons will usually help them out. The purpose and method is the same as first time over.

I read sentences to the children, making a pause after each one, having them counted:

Once there was a man who lived in the woods. He had a little hut that was made of logs. When he went away, he left his dog there. If any one came, the dog would bark at him.

1. This is the boy that knew his lesson.
2. This is the road that leads to the city.
3. I know a place where the sun is like gold.
4. If you would be loved, you must be honest.
5. Once there was a woman who had three daughters.

6. There were once two children who were lost in the woods.

7. When the sun went down, the men started on their journey.

8. If the boy comes home safely, we shall be glad.

9. When the supper was finished, the children went to bed.

10. Once I knew a little girl who lived in a great forest.

11. After the silkworms hatched, the egg-shells were white.

12. They shed their skins because they were too small.

I had the children copy these sentences, then I dictated them.

1. I watched the ship as it went out through the gate.

2. The people in Holland build walls about their land so the water will not come in and drown them.

3. As he walked down the road he picked some flowers.

4. Wherever Frank went the dog went.

5. When he saw the sky growing dark he did not know what would happen.

6. As he went across the field he thought of the kind things his mother said.

7. When the boy went home it was dark and raining.

8. While he was walking through the woods he got lost.

9. If moles and snakes get together they fight each other.

10. When he fastened the boat in place again he walked home.

1. I had these sentences copied, a few at a time, then I dictated them.

2. I had the children make up sentences beginning with: when, as, whenever, etc.

VERBS

Purpose and Method

The purpose of the work is to teach the child to use, as an unconscious habit, the past tense of various verbs. Those selected are the ones in most constant use every day.

The idea is to get the attention of the child first upon the form of the word, used in its proper setting, and then, by repetition, to so fix that form that when the condition again arises he will, without stopping to think, use the proper form.

For the general method followed, see Introduction.

Devices for Teaching Saw

1. I went to the window and, looking out, said loud enough for all to hear, "I see a man with an umbrella. I see a bird building a nest. Come here, John, and tell me what you see." Then I returned to my desk, and said, "I saw a car out there. I saw a boy out there," emphasizing saw. "Tell me what

you saw, John." Then I sent as many as I had time for, having them return to their seats and say, "I saw a ——."

2. I put a number of objects on the table, such as a knife, toy sheep, dog, doll, cup, apple, etc. I said to the class: "I see a pencil. I see a doll." Then I called on the children to look and tell me. Afterward I covered the objects, saying, "I saw a pencil. I saw a doll. Tell me what you saw."

3. I held up a picture before the class saying, "I see a girl standing by her mother. Look now." Then, turning it around, I said, "Now, tell me what you saw."

4. I began with the first child in the row, saying, "At the park yesterday I saw many children. Tell me what you saw." The children rose; one after the other, telling what they saw. To the next row I said, "At the Chutes I saw the monkeys. Tell me what you saw." In the same way I used:

At the grocery store.	In the garden.
On Market Street.	In the aquarium.
On the bay.	On the sand-table.
In the school yard.	On the shelf.
At home.	At church.
In the parlor.	

Tell me what you saw the children doing in school, on the playground, at the park. Tell me what you saw the fish doing, the frogs, etc.

5. I varied this device by making it a guessing game. "Guess what I saw on the street yesterday." The children like this especially well, if one child whispers to the teacher what she saw, the others guessing, but answering in complete sentences.

6. I told the following story, having it reproduced and added to:

There was once a little bird. He came out of a tiny, blue egg in a nest in the top of a tall tree. At first he was very, very small. He grew and grew. Soon he was old enough to fly. He said, "Mama, I am going to fly away. I wish to see all the beautiful things about me." So away he flew. He was gone a long time. At last he came back. His mama said, "Tell me, my child, what you saw." "I saw some funny animals playing with a round thing." Oh, those were boys playing ball," said the mother bird. "I saw some queer wooden nests." "Those were people's houses," said the mother. "I saw some pretty flowers growing on the hill. I saw some frogs in swimming in a big pond." Then his mother said, "You have seen so much to-day you may fly away again to-morrow."

7. Any of the following stories are good. The word saw may be introduced as many times as possible:

The Dove and the Ant.
 The Dog and His Shadow.
 The Fox and the Grapes.
 The Tortoise and the Eagle.
 The Crane Express.

For Teaching Ate.

1. For breakfast this morning I ate some toast.
 I ate some meat. Tell me what you ate.

Tell me what you ate for lunch.
 Tell me what you ate for dinner.
 Tell me what your dog ate.
 Tell me what your kitty ate.

Tell me what the horse ate.

Tell me what the cow ate.

Tell me what the frog ate.

Tell me what the silkworms ate.

Tell me what you ate at the picnic.

Tell me what you ate at the birthday party.

One day May gave a party. All her little friends came. They played games until six o'clock. Then they had dinner. They ate candy and nuts. They ate nice chocolate cake. May's mama brought in some pink ice cream. Each one ate a large dish of this. When they went home, they told their mothers about the good time they had and what they ate.

Came.

1. I stood by the window, and had a child come to me. As he stood by me, I told him to say, so the other children could hear, "I came to you at the window," accenting came. Another child came to me at the stove, and said, "I came to you at the stove." Usually two or three times telling them will suffice, at least for the brighter ones, and the others will imitate them. After standing in several places myself, I gave my place to a child, so the one who went said, "I came to Willie at the door."

2. "I'm glad you came to school this morning. Tell me on what street you came and with whom you came. Tell me whether you came early or late. Tell me what games you played before you came to school. Tell me how you helped your mother before you came to school. Tell me what you did after you came to school.

3. Let us play that we all came from different places. I came from Oakland. Mr. Jones came from Berkeley. John came from the Ferry Building. Tell me where you came from.

4. I told the following story, adapted from "Reynard, the Fox," by E. Louise Smythe:

The lion was king of all the animals. One day the king gave a party. He wanted all the animals to come to it. The wolf, the bear, and nearly all the other animals came. Even the birds came. One animal did not come. That was Reynard, the Fox.

The wolf came up to the king. He said, "O king, you wanted us all to come to your party. We are all here but one. That one is Reynard, the Fox. He never does what you tell him to do. He has been very mean to me. He came to my house. He put dirt into my babies' eyes. And now they can not see. Look at them."

Then little Fido came up to the king. He was a pretty little dog. He said, "O king, let me tell you what Reynard did to me. We are all afraid of him. One day I went out for a walk. I came to a mill. I saw some meat there, and I took it. It was all I had to eat, and I was very hungry. But Reynard took it away from me. It was not his. It was mine, and it was all I had."

Brought.

1. I drew on the board the picture of an old man with a big pack on his back. Then I told them this story:

Once there was a man living all by himself. It was very near Christmas, but he had no children to give any presents to. Finally he thought of a plan. He went to the city and bought a great many toys. He did them all up in a pack. Now he is on his way to visit all the children in the village. He brought a nice new crutch to a lame boy. He brought a knife to a little boy. He brought a doll to a little girl. You may tell me what else he brought in the pack to the children.

2. I had each child in a front seat bring me something from his desk. The other children told what was brought.

3. Tell me what the bird brought to build her nest (mud, strings, feathers, cotton, thistle-down, etc., may be mentioned). Tell me what you brought to school. Tell me what the postman brought the grocery-man. Tell me what the fruit man brought you. Tell me what Santa Claus brought you Christmas.

4. Story for reproduction :

Some children built a sand fort. John brought the damp sand in buckets, while Fred built the fort. The little brother, Toni, brought as many firecrackers as his hands would hold. Soon papa came and brought the matches. He lighted the firecrackers, and the fort blew to pieces. Then the boys brought more sand, and made another one. They thought it great fun.

Caught and Threw.

1. I had a bean bag. I called out several children, having them stand in a row. I threw the bean bag to the first, saying, "I threw the bean bag to Elsie. She caught the bean bag. Now, Elsie, throw it back." I threw the bean bag to John. He caught the bean bag. "Now who can do just as I did?" Several children took turns in throwing the bag to the children in the row, each time saying, "I threw the bean bag to ———. She caught the bean bag." As each child in the row threw the bag back, she said, "I threw the bean bag to ———. She caught it."

2. How many of you played tag at recess. Tell me whom you caught. Tell me who caught you.

3. Tell me what the spider caught the cat, the frog, the snake, the bird. Tell me what we caught on our nature study trip.

4. Tell me what you threw away at recess, at home. Who threw the ball over the fence? Tell me what you threw into the basket, etc.

5. Stories:

The Fox That Lost His Tail.—Aesop's Fable.

The Ant and the Dove.

Second Time Over

The object is to have the children write the forms they have learned to say. The children should now be able to recognize and write a good many names of objects. The method used is to get the sentence from the child, have him read it, copy it, and finally write it from dictation.

First Lesson

I reviewed quickly one of the devices under first time over, then wrote on the board, as the children gave the sentence in response to, "Tell me what you saw. Tell me what the boy saw":

I saw a doll.

I saw a little ball.

The boy saw a box.

The man saw a big box.

The baby saw the dog.

Frank saw me.

The girl saw the cat.

Papa saw the boy.

Mamma saw the girl.

We read these in concert, then individually, and finally we copied as many as we had time for.

Second Lesson

I wrote the word saw on the board, then dictated the sentences of yesterday. The children were able to write the other words.

Third Lesson

Dictate:

I saw a man.

She saw a dog.

Baby saw me.

We saw you.

I saw a little girl.

The girl saw mamma.

Fourth Lesson

The children may write four sentences of their own containing saw.

Second Time Over

1. I reviewed the first device in first time over. Then I said, "Tell me what your bird ate," and wrote the sentence on the board, underlining ate. In the same way I got:

My bird ate seeds.

May ate an apple.

My dog ate a bone.

He ate a piece of pie.

I ate some bread.

The baby ate her supper.

Then I had these read and copied.

2. I dictated the sentences of yesterday. Before doing so, I wrote the word on the board, and called attention to it.

3. The children were asked for sentences with ate. The easiest ones were written on the board.

4. The children made up and wrote on paper their own sentences.

Third Time Over

Purpose and Method

In the third time over the work was not confined to the verbs taught in the first grade, but all in the story were drilled upon. The purpose is to get the attention upon the verbs, so the story told need not be long, nor new. The teacher told the story illustrating it, or in some way making it perfectly clear as to point and time. While telling the story, she wrote

the verbs on the board as they occurred. The story this time is to serve as a proper setting, the attention being on the verbs. The children were then asked for sentences from the story containing the verbs. These were written upon the board, read, and copied by the children. Special drill must sometimes be given in spelling. Then the sentences were dictated to the class.

The class was now ready for an oral review of the story, after which it was reproduced. By this time the children should be able to put their attention on the subject matter, having acquired the proper reflex for writing the verb.

See Introduction for purpose of telling the story.

After the story had been reproduced, the teacher took the papers, underlined all incorrect verb forms, that is, all presented in class, and returned the papers to the children. These were the only marks made on the paper, unless there were some errors in the same sentence. In that case the error was corrected by the teacher. The teacher put on the board the proper verb forms. The children should be able to correct their errors without this help, but for fear some might not know, the correct forms were given. They were asked to copy correctly on a piece of paper the sentences in which errors occurred, then to make up three of their own containing the word.

I told this story, writing the verbs on the board as they occurred in the story:

A crow sat on a tree, with a piece of cheese in her mouth. A fox went by. He saw the crow and wished to have the cheese for himself. "Ah, my friend," he said, "will you not sing for me? Your voice is very sweet. I would like to hear it again." The silly crow opened her mouth to sing. She dropped the

cheese. The cunning fox caught it. He did not wait for the song, but ran away and ate it.

Verbs: Sat, went, saw, wished, said, opened, dropped, caught, did, ran, ate.

I then asked the following questions, writing on the board the answers given by the children, and underlining the verbs. We read the sentences, then copied them. The next day I dictated the same sentences.

Tell me where a crow once sat. Who went by? Tell me what he saw. Tell me what he wished. What did he say? What did the crow do? What did she drop? What did the fox do?

So far the attention of the children has been entirely upon the verb forms. They should be mastered now. The next step is to use the form with the attention on the subject matter.

I told the story again, giving directions to the children to reproduce it on paper.

I collected the papers, looked them over, drawing a red line under every mistake made in verbs, but overlooking every other error, unless it occurred in a sentence containing a verb error. In that case I made the correction on the paper. The papers were then returned to the children. The sentences in which verb errors occurred were rewritten three times, and three new sentences with the same form were written by the children.

Fourth Time Over

1. I wrote on the board each day a list of ten verbs. I called upon the children for the "yesterday form," wrote it opposite, called for sentences with each word in it, then erased the past tense. I sent the class to the board, gave out the present tense, having the children write the past tense.

2. I wrote on the board these sentences, and had the children read them, changing them to mean past time. (I gradually dropped the term yesterday word, and used past tense, with no explanation.) Then they copied each sentence, rewriting to show past time on the next line:

I see a man walking on the street.
 I eat mush and milk for breakfast.
 I catch frogs in the pond.
 The flowers grow in the garden.
 The boys come to school early.
 Cows drink water from the stream.
 The children write well.
 I throw the ball very high.
 I do my work well.
 I run races with my brother.

3. Lists of Verbs: See, eat, catch, grow, come, drink, write, throw, do, run, draw, fall, go, fly, tell, take, say, bring, know, break, ride, speak, begin, build, buy, sell, swim, bite, speak, drive, wear, tear, win, fight, sing, lose, learn, teach, set, sit, lie, lay, lend, borrow, is, are, take, feed, like, jump.

4. I put on the board the beginning of sentences, having the children fill them out orally and in writing:

I drove. You drove. She drove. He drove. We drove. You, they, drove. Papa drove, My brother drove.

The children filled out the sentences by saying, "I drove to town yesterday. You drove to town," etc.

Do, Did.

1. The first day I said to the class, "We will play a little game. I will leave the room, and Helen may tell some one to take a pencil from the desk. When I come back, I'll try to find out who did it." (To make it more interesting, I kept track of the number of

guesses, writing it on the board.) When I came back, I said, "I think May did it." May shook her head, so I told her to say, "No, I didn't do it." "Then Joe did it," and so on, until I found the child who did it. I had him say, "Yes, I did it." After a few trials, I had a child take my place and call on the different ones: "Mary, did you do it?"

2. We played that I was an old blind lady. The children did various things, such as pass to the board, write on the board, etc., as I told them, by pointing them out. A child stood by me, telling me each time: "Mary did it. Joe did it," etc. The children took turns at this.

3. I said to the class, "Once two little boys were playing. Joe broke a cup. When their mother came home, she asked, 'Who did it?' What did Joe say? What did his brother say?"

Three little girls were sewing. One of them was very careful, and did her work nicely. The mother asked, "Who did this so well?" What would each little girl say?

The teacher left the room. Tom threw a piece of chalk. The teacher came back, and asked, "Who did it?" What would the boys say? What would Tom say?

The teacher asked the children to bring some spiders to school. The next day she found a nice jar full of spiders on her desk. She asked, "Who brought it?" What did the boys say?

Mama found a nice bouquet of flowers on her table. She asked the children who brought it. Who do you think did?

A little boy fell down in the yard this morning. Another boy picked him up. Who do you think did it?

4. I had several pictures that were brought to me by the children. I said to the class, "Some one

brought me this picture. Who do you think did it?"

"Some one wrote this paper. Who do you think did it? Some one drew this picture. Who do you think did it?"

5. I said to the first row, "Answer my questions, using did. Who wrote well this morning?" I said to the second line, "Who brought lunch to-day? Who played marbles this morning? Who played buttons," etc.

Second Time Over

1. I reviewed the fifth exercise under first time over, then wrote these sentences on the board, and had them copied:

I did the work. The boys did it. You did it. They did it. John did it. She did it. He did it.

2. I used the same exercise as in the lesson on contractions. I gave the sentence; the children made a sentence denying it. I played; the children replied, "I didn't play." I worked. I didn't work. The boy sang. The boy didn't sing, etc.

3. I wrote on the board ten of the sentences given under exercise 2, and had them read and copied.

I didn't sing.

I didn't play.

I didn't wish to go.

I didn't hurt the boy.

The boy didn't come home.

The lady didn't sing well.

You didn't learn your lesson.

You didn't fall down last night.

They didn't feel well.

They didn't think about it.

5. I had the children copy each sentence, then write the denial under it.

I ~~did~~ my work well.

The boy did his writing after school.
 The men did the printing for me.
 The lady did the fancy work for her sister.
 You did it after lunch.
 They did it after dinner.
 She did her sewing well.
 The men did the work on the street.
 Mamma did her shopping on Saturday.
 The girl did the cooking for a week.

6. I had them say in concert, then write from dictation:

I did it.	I didn't do it.
You did it.	You didn't do it.
He did it.	He didn't do it.
She did it.	She didn't do it.
They did it.	They didn't do it.

7. I dictated the sentences in exercise 4.

8. I had them write five sentences with did, five with didn't.

Am not, is not, are not.

1. I began in a very quick way with the first row, saying, "I am not talking. Tell me what you are not doing." Each child gave one sentence. To the next row I said, "He is not thinking. Tell me something else he is not doing." In the same way I went around with, you are not, she is not, they are not. This is very successful, if done quickly, not waiting for the slower ones. They will get it by hearing the others.

2. I wrote on the board ten sentences, calling for them after the above exercise, and had them copied.

I am not playing in school.
 You are not always in your seat.

He is not writing his lesson.
 We are not singing softly.
 They are not good friends now.
 She is not playing the piano.
 Mamma is not at home now.
 The boys are not playing in the yard.
 I am not listening now.
 The girls are not writing well.

3. I had the children answer, first, orally, then written, the following questions. The answers were all to begin with no:

Are you going to the park to-day?
 Is she fond of candy?
 Is he always on time?
 Are they reading a new book?
 Are we to sing "America" to-day?
 Are you going home early to-night?
 Is he to be promoted next year?
 Are they to walk quickly by?
 Are you playing tag now?
 Are they in the fourth grade?

4. I dictated these sentences:

He is not the boy I want.
 No, I am not going to the park.
 It is not right to fight.
 She is not well to-day.
 The men are not in the field.
 They are not ready to go.
 The old man is not my friend.
 The two boys are not hurt.
 I am not eight years old yet.
 Papa is not in the city to-day.

5. This may be followed by a series of lessons on questions. See topic questions.

CONTRACTIONS

I said to the children, "We are to have a game to-day. I shall say something, and you may say exactly the opposite. We will begin with the first row. I am singing. You may say, 'I am not singing,' and so on."

I gave the following sentences to the first row:

I am talking.

I am walking.

I am playing.

I am whispering.

I am trying.

I am singing.

I am looking.

To the second row I gave: "You are talking," etc. The children answered, "You are not talking."

To the third row I gave: They are, then he is singing, then she is singing, the boy is singing. We did this very quickly, and kept track of the time it took. Then I told them that we would try to see if we couldn't do it in less time. Instead of saying, "I am not," you may say, "I'm not." I'll tell the second row what to say when it comes their turn. The children enjoyed this very much, and wanted to do it again.

After going around the room with the contractions, I called for two sentences from each row, wrote them on the board, and had them copied.

I'm not talking.

They aren't playing.

I'm not reading.

He isn't sitting still.

You aren't laughing.

He isn't running.

You aren't walking.

She isn't playing the piano.

They aren't singing.

She isn't sewing.

2. These were given as a part of the spelling lesson.

3. I wrote on the board the contractions, and had them make up two sentences about each, writing them on paper.

I'm.

They aren't.

She isn't.

You aren't.

He isn't.

4. I wrote the following sentences on the board, having the children write the opposite or denial:

I am playing in the garden.
 The boy is doing his work.
 The men are building a house.
 The lady is mending her glove.
 You are doing your work well.
 He is playing school with his sisters.
 My sister is singing in the church.
 The acorn is on the ground.
 The boy is on the street.
 The frogs are swimming in the pond.

5. I had the children answer these questions, beginning the sentence with no and a comma:

Are you reading the second reader now?
 Am I going with you to-night?
 Is she eating her dinner?
 Is Jane studying her lesson?
 Are they studying arithmetic now?
 Are you picking flowers?
 Are you planting corn?
 Is he working in the store?
 Is she cooking the dinner?
 Are they wading in the water?
 Is the sun shining?

6. Write the short form, then use in a sentence:

I am not.	She is not.
You are not.	They are not.
He is not.	-

7. I dictated the following sentences:

I'm not reading in the second reader.
 I'm not going with you to-night.
 She isn't eating her dinner.
 Jane isn't studying her lesson.
 They aren't studying now.
 They aren't picking flowers.

They aren't planting corn.
 He isn't working in the store.
 They aren't wading in the water.

IT IS I.

1. I sent two children from the room, telling one of them quietly to knock and then when I ask "Who is it?" to reply, "It is I." We would have one guess to tell which one it was. The one who guessed could go out and do the same thing. After the one who knocked came in, I said, "Who was it that knocked?" getting in reply, "It was I, or It was he." I had two knock at the same time, telling them to answer, "It was we," and having the others tell, "It was they."

2. I said to the children, I will close my eyes. Some of you may fold your arms, some put your hands on your heads, some fold your arms behind you, some wave your arms, then when I say "attention," all sit up. I will try to find out who did each thing. I asked, "Was it you who folded your arms?" the child replying, "It was I or It wasn't I." Then I changed the form of the question, asking, "Was it John who folded his arms?" etc.

3. I had a quick exercise, having each child in the row answer the question as he pleased. I had them answer orally, then in writing, beginning their answer with yes and a comma, then no and a comma.

Is it I?

Is it they?

Is it he?

Is it we?

Is it she?

4. Every day I had them repeat in concert, then individually, then write first from dictation, then from memory:

It is I.	It was I.	It is she.	It was she.
It is you.	It was you.	It is we.	It was we.
It is he.	It was he.	It is they.	It was they.

5. I dictated:

It was I who knocked at the door.
 It was he who lost the marbles.
 It was they who came to see me.
 It was we who sang the song.
 It is I who will help you.
 It is they who are to blame.
 It was she who went away.

Same question: It wasn't I who sang the song, was it you? The children may reply, "It was I or it wasn't I," just as they wish.

4. I asked these questions, telling them to answer with It is or was I, he, she, they.

Who is eight years old?
 Who went to town yesterday?
 Who wrote well this morning?
 Who sat in my chair this morning?
 Who read the best to-day?
 Who were perfect in spelling?
 Who sang America?
 Who sang Robin Red Breast?
 Who played in the yard at recess?
 Who worked hard to-day? etc.

Second Time Over

1. I reviewed all the exercises under first time over, having them write all the sentences as they were given in each exercise.

2. I had these sentences completed and read aloud:

It was I who. It is I who.

It was he who. It is he who.

It was she who. It is she who.

It was they who. It is they who.

I told this story and had it reproduced, and read aloud by several children.

One day, Mary was playing house with her little friend Birdie. Suddenly, they heard somebody knocking at the door. "Who is there," they cried. "It is I," said a voice. "I wonder who it is?" said Birdie. "It might be your brother." "O, it isn't he, he went out a long time ago," said Mary. When they opened the door they couldn't see anybody. So they began to play again, when again they heard somebody knocking at the door. Mary said, "Who is there?" "It is we," cried some voices, but when they opened the door they couldn't see anybody this time. Finally Mary said, "Oh! I know who it is, it is my cousins." Birdie said, "Do you think it is they?" "Yes, let us stand here and catch them." So when they knocked again Birdie opened the door quickly, and caught the boys. Mary said, "Did you knock at this door before?" The boys said, "It wasn't we, it was Ella, but Birdie said, "It wasn't she." Finally the boys said that they were only fooling, and that it was they who knocked at the door.

THERE IS. WAS.

Purpose and Method

This seems to be one of the hardest reflexes to get. Perhaps more adults make this mistake than any other. The attention should be directed to the word "one" at first, and that word should occur in each sentence. The

teacher's tone of voice will help more in directing attention than what she says. Gradually the "one" may be changed to "a." Be certain that the children say "there" and not "they."

1. I said to the class, as I looked around, "There is one stove in this room. There is one desk for the teacher in this room. There is one chair by the desk. Now tell me something else that there is but one of."

2. I said to the first row, "You may come to my desk and tell the class one thing there is on my desk. The second row may pass to the table and tell me one thing there is on the table. Tell me one thing there is in your desk. Tell me one thing there is in your kitchen, in your parlor, in a church."

3. I had a number of large pictures and had the children pick out the things that occurred but once, saying "There is one girl in the picture," etc.

4. I called up one child to me. She came to my desk, picked up some one article and held it up before the class. The children took turns (the child teacher is usually too slow if allowed to call out the children) in telling what there is in the child's hand. They enjoy this very much.

5. I said to the children, "Tell me what you think there is in my satchel. There is only one of each thing. Tell me what you think there is in my hand." Then I had a child take something while the others guessed.

6. We played store. I decided what I would keep. I kept only one of each thing. What do you think there is in my store? Then a child was store-keeper, and the game went on.

THERE WAS.

Method and Purpose

This can be a memory exercise. The attention is to be directed toward the one object that has been removed. The same method, that is the teacher making the proper setting and giving the form, is used as well as the same devices.

1. I had one of a number of different objects on my table. The children passed around in line, looked at the things and returned to their seats. Then I said, "Who can remember one thing there was on the table?"

2. I picked up various articles one by one, then put them down again. This I did very quickly to keep the attention of the children. They told what there was in my hand. Afterward a child took my place and the sentence was given each time the object was put down.

3. Tell me what there was on the street as you came to school this morning. Tell me what there was on the table last night, on the desk yesterday, on the Bay last week, on the Christmas tree last Christmas?"

4. I held up a picture with many objects in it. After giving the children a few seconds to look, I laid it down and had them tell me what there was in the picture.

5. I passed around some pictures cut from a magazine. After the children looked at the picture, they turned it and told what there was in the picture.

Second Time Over.

1. I put several things on the table in sight of the class. "Tell me what there is on the table."

"Tell me what there is on the stove, on the chair, in the yard." I wrote the sentences as they were given.

There is a box on the table.

There is a new book on the table.

There is a knife on the table.

There is a pan on the stove.

There is a cat on the chair.

There is a boy in the yard.

If it had happened yesterday how would I have written it?

There was a box on the table.

There was a new book on the table.

There was a knife on the table.

There was a pan on the stove.

There was a cat on the chair.

There was a boy in the yard.

I had these sentences copied, and later I dictated them to the class.

2. I had these questions answered orally, then written.

What is there on the board?

What is there on the table?

Tell me what there is on the chair?

What is there on the stove?

What is there under the stove?

What was there on the table yesterday?

What was there in the yard yesterday?

What was there on the street yesterday?

What was there on the desk Monday?

What was there in the office this morning?

3. Write me four sentences beginning with there is. Write four beginning with there was.

Third Time Over.

The children very often make mistakes in this idiom if the sentence begins in some other way than with "there." This "time over" should fix the form so that the final step, its use in composition where the attention is on the subject matter, can be taken. This comes late enough so the sentences need not be acted out—that is to say the setting may be made by the imagination of the child.

1. "You may tell what there was on the table last night." I will change that sentence for you and write it on the board. I wrote: On the table last night there was a beautiful rose. Then I had them make up sentences beginning with in the stove, under the chair, last week, yesterday, once upon a time, a long time ago, in the woods, out by a high tree, in the meadow. These sentences I wrote on the board, the children copying them.

On the table last night there was a beautiful rose.
In the stove there was a fire.

Under the chair there was a sleeping cat.

Last week there was a picnic at the beach.

Yesterday there was a parade on Market street.

Once upon a time there was a famine in the land.

A long time ago there was a good fairy living in a forest.

In the woods there was a little squirrel.

Out by a high tree there was a silent horseman.

In the meadow there was an ant's nest.

2. I dictated the sentences of exercise 1.

3. I asked the children to write the first sentence of the following stories, beginning with some other word than there, but having the phrase, there was, in each sentence. The children were familiar with the stories.

The Dog and his Shadow.

The Thirsty Crow.

The Fox and the Grapes.

The Lion and the Mouse.

The Discontented Pine Tree.

The Fox and the Stork.

The Dog in the Manger.

I had a game of riddles. I began: "In a green house there is a white house. In the white house there is a red house. In the red house there are many little black and white people. What is the house?" An-

swer—A watermelon. Then I gave another. On a hill there was a house. In the house there was a room. In the room there was a closet. In the closet there was a dress. In the dress there was a pocket. In the pocket there was a purse. In the purse there was some money. This money had an Indian's head on it. How much was in the purse? Answer—One cent.

The children then made up and wrote their own. They enjoyed this very much.

I told the following story:

Once there was a little girl walking in the streets of a large city. She had no hat on her head, and her feet were bare. There was snow on the ground. It was fast growing dark. The little girl's mother was sick, so she had to go out to sell matches for a living.

No one had bought her matches this day. She was very hungry and had no money in her purse.

Now and then she stopped to look at the store windows. There was a light there. There was the smell of good things to eat.

Soon she grew so cold that she sat down in a doorway. She lighted a match. She thought she was sitting before a fireplace. She put out her feet to warm them. Then the light went out. She lighted another match. She thought she saw a beautiful room. There was a big fire burning in the fireplace. Standing on the table there was a beautiful fern. There was a pretty bird in a golden cage.

In that room, too, there was a table covered with a snow white cloth. A big goose, stuffed with apples and plums, was at one end of the table. Then her match went out. She lighted another match.

This time she saw a beautiful Christmas tree. The tree was covered with many bright lights and pretty toys. The little girl put out her hands to take them. Then her match went out.

She lighted another match. In the clear bright light

her grandmother stood before her. "Grandmother, take me with you," cried the little girl. In the morning they found her dead.

THERE ARE—THERE WERE

Purpose and Method

The same devices, exactly, may be used for this as were used for is and was, except two or many may be substituted for one and a. More time should be spent on these two forms, as often these two words do not appear in the child's vocabulary.

Second Time Over

1. I got by questions the following sentences. I wrote them on the board and had them copied. The next day I dictated them:

- There are twenty children in our room.
- There are many plants in our garden.
- There are three fish in the jar.
- There are many silkworms spinning silk.
- There are two pencils on my desk.
- There were two men on the street.
- There were three bears in the woods.
- There were two frogs in the water.
- There were three little pigs in the pen.
- There were two mice in the trap.

2. I said to the children: I am thinking of something. There are many leaves on it. There are many seeds on it. There are wings on the seeds. What is it? I am thinking of something else. There are two windows in it. There are two doors in it. There are two horses in it. What is it? I gave each child a card with one of the following words on it. The children made up two sentences with "there are" on each and we guessed what it was.

Rose bush, bird, cat, book, hat, house, garden, desk,

boat, table, dress, picture, cupboard, mouse trap, aquarium, vase, Telegraph Hill, beach, stove, piano.

2. After all had finished the children took turns in reading, then I dictated three of the best.

I am thinking of something. There are two long pieces of wood in it. There are two iron pieces on the sides. There are three seats in it. What is it? A boat.

I am thinking of something. There are many pictures on it. There are flowers in it. What is it? A vase.

There are two doors to it. There are many shelves in it. There are dishes in it. What is it? A cupboard.

3. Copy from your readers the sentences containing there are, and, also, there were.

Third Time Over

1. I had them copy:

On the trees in summer time there were many leaves. On the street, as I went down town, there were many horses. At the Presidio there are many soldiers. On the Seal Rocks there are many seals. On the beach, on a warm Sunday, there are many people. At the end of the table there are two chairs. In my house there are two babies. Down at the Ferry Building there are many ferry boats. Once upon a time there were three bears. Last week there were some elephants at the park.

2. I dictated the sentences of exercise 1.

3. I had them write the first sentence of the following stories. Do not begin all with there:

The Three Bears.

Three Little Pigs.

Snow White and Rose Red.

The Two Brass Kettles.

The Frogs that Wanted a King.

4. I had the children select one word or expression from the column and make as many good sentences as they could:

Once upon a time	} there are	two little boys.
Last year		many apples.
When I was a little girl		songs.
This morning		two examples.
Every day		two girls.
Yesterday		some houses.
After school	} there were	two roses.

5. I told them the story of "The Town Mouse and the Country Mouse" (Blaisdell, "Child Life, Second Reader," pages 74-77; Thompson, "Nature in Myth and Story," pages 44-46; Scudder, "Fables and Folk Stories," pages 84-85.) putting in the phrase there were, as many times as possible. The children reproduced it.

Test: The sentence, with the blank to be filled in, is almost entirely used in most language books as a method of teaching. It can not be said too strongly that this is not a method of teaching, but of testing. If the child doesn't know the proper form, he guesses at it, or puts in the first one that occurs to him. If he knows it, the time spent doing it is wasted.

After the subject has been completed, if the class is a large one, the teacher often wishes to be sure that each child is proficient, and so some test is useful. The method of filling in blanks may then be used.

Copy the following sentences, filling in the blanks:

Pit-Pat's coat ——— like beautiful black satin.
His vest ——— snow white, and so ——— his feet

His four feet ——— very pretty. They ———
like soft, white velvet. Pit-Pat ——— very proud of
them, and he ——— proud of his satin coat and white
vest.

His eyes ——— green, and they grew greener and

greener as he watched a robin and got ready to spring upon him.

Pit-Pat ——— a good cat. All cats, even good ones, will eat birds. Pit-Pat ——— like other cats. —From Foundation Lessons in English, by Woodley.

There is, there are, there was, there were.

Fourth Time Over

I took the contractions, following the same outline and using the same devices as under "Contractions," —there isn't, aren't, wasn't, weren't. See page 29

Fifth Time Over.

I took the questions, Is there? Was there? Are there? Were there? following the devices under "Questions." See page 54

I HAVE NO.

Purpose and Method

The purpose and method are the same as in teaching the verbs. The teacher produces the proper setting, gives the form, and has the children imitate her. The attention must be on the form at first, and gradually transferred to the subject matter.

Devices

1. I said to the children, "I have no pencil. Will you please lend me one? Thank you. I have no book. Will you please lend me yours? I have no paper. Will you lend me yours? You may answer me, using, I have no."

Please lend me your sponge. Please lend me your slate, your crayon, your knife, your watch, your ring, top, doll, your looking-glass, marbles, fan, etc. This must be quickly and enthusiastically done to be effective.

2. I am a storekeeper. You may guess what kind of a store I keep by asking to buy something. The children then said, "I wish to buy some bread." The teacher replied, "I have no bread." I wish to buy some candy. "I have no candy." I wish to buy some sugar. "Yes, I have some sugar. What kind of a store do I keep? Yes, it is a grocery store. Now you may be storekeeper, and we will buy. Think what kind of a store you will keep."

3. I filled a box with toys and odds and ends. The children asked for something. I replied first, "I have no doll." Then I gave the box to a child, and we asked for anything we wanted. If it was in the box, it was given, otherwise the child replied, "I have no."

4. I tried to find out who had a baby sister, brother, pet kitten, blue dress, new knife, top, fan, etc., by asking, quickly, "Have you a baby sister?" etc.

5. I sent the class to the board, with no chalk there, and asked them to write a word. If the first one said, "I have no chalk," I asked several if they had chalk, insisting on a complete sentence. If he could not give it, some one told him what to say.

6. I put a card on several desks about the room, then as I looked about, I said, "Lillie has no card, John has no card, Edgar has no card. John, tell me some one in your row who has no card," etc.

7. "Why can't Lillie lend me her doll, ball, fan?" etc.

8. I said quickly to the first child in the first row, "I had no mush for breakfast; tell me something you didn't have. Begin your sentence with, I had no."

I had no fan on my desk to-day.

I had no money in my pocket to-day.

I had no chalk in the room to-day.

We had no rain in the city to-day.

Second Time Over

I reviewed the exercises under first time over. I wrote some of the sentences on the board, and had them copied.

I have no pen.

I have no sugar.

I have no paper.

I have no apples.

I have no candy.

I have no ball.

2. I dictated the same sentences that the children copied the day before.

3. I had the children write the answers on the board, instead of answering orally, the questions under devices 2 and 4 of "first time over."

4. I dictated sentences containing, I have no, She has no, He has no, They have no, every day for some time, so the children would have it impressed upon their minds.

5. I had the children make up their own sentences containing each of the forms.

6. Story.

A Poor Boy

It was a very cold day. Mr. Brown had finished his work, and was going home to supper. As he walked along he thought of the games he would play with his three little children. But who was the poor little boy sitting by the road? His coat was torn, and he had on no shoes nor stockings. Mr. Brown stopped and said, "My boy, why are you not home this cold evening?" "I have no home," said the boy. "Where is your father. Will he not take care of you?" asked Mr. Brown. "I have no father nor mother," said the boy, "and I am very hungry."

Then Mr. Brown told the poor boy to come home with him. He gave him some nice warm supper and

a good bed to sleep in. The next day the boy went to the office with Mr. Brown, and did errands. He went to night school, and studied hard. Now he is a big man, with a home of his own.—Original story by a third-grade boy.

The Little Pine Tree

A little pine tree was in the woods. It had no leaves. It had needles. The little tree said, "I do not like needles. All the other trees in the woods have pretty leaves. I want leaves, too. But I will have better leaves. I want gold leaves." Night came, and the little tree went to sleep. A fairy came by, and gave it gold leaves. When the little tree woke up, it had leaves of gold. It was very happy.

Night came. A man came by with a bag. He saw the gold leaves. He took them all, and put them in his bag. Now the little tree had no leaves. It had no needles, either. The poor little tree cried, "I do not want gold leaves again. I will have glass leaves."

So the little tree went to sleep. The fairy came by and put glass leaves on it. The little tree woke and saw its glass leaves. Then a wind came up. It blew and blew. The glass leaves all fell from the tree, and were broken.

Again the little tree had no leaves. This time it said, "I want green leaves. I want to be like the other trees." And the little tree went to sleep. When it woke, it had green leaves. A goat came by. He was hungry, and he ate all the leaves. Then the little tree said, "I like my needles best." And the little tree went to sleep. The fairy came and gave it what it wanted. When it woke up, it had its needles again. Then the little pine tree was happy.—Adapted from Old-time Stories by E. Louise Smythe.

SINGULAR AND PLURAL

1. I drew on the board the picture of a top, a hat, an apple, a bird, a turtle, a tree, a book, etc. On another part of the board I drew two, three, or four of the same objects. The children then told me what I drew on the front board and also how many and what I drew on the side board. I had them enunciate very clearly the "s" on the plural. Then they gave me sentences telling something about one top, about two tops, etc.

2. I had a number of objects in a box. The children came and took from the box all they could find of any one thing, saying, very clearly, "I took three books. I took three pencils," etc. I used this to review the verbs; as, "I found two pencils. You gave me a pen. I brought you a book. We sang one song to-day. There are three marbles in my pocket. There were," etc.

3. I wished to teach the children some of the irregular plurals. I said, "How many would like to know what is in this box? You may find out, and tell the class." I insisted on having them use the word box in their answers. I had a number of little boxes in one big one. "You may tell me how many little boxes there are in this big box. Count the big boxes in the cabinet. How many are there? How many boxes are on my desk? How many boxes have you at home? You may take out your pencil boxes. How many in the first row? the second row? How many in the room?"

"What does the storekeeper keep in boxes?"

"What do we keep in boxes. How many boxes on the nature study shelf?"

"Draw me one box on the board. Draw two boxes. How many are one box and two boxes?"

4. I took up man and men in the same way, draw-

ing one man walking, jumping, running, singing, creeping etc. The children gave sentences telling what the man was doing. Then I drew one more man. "There are two men now. Tell me what the two men are doing. How many men come to visit you every day? How many men does it take to run a street car? Let us count to see how many hands the two men have. How many feet? How many eyes? How many ears? Noses?" I insisted on their using men in the answer.

5. I had some pictures. The children gave me sentences about the men in the pictures and what they were doing.

6. I had them take their readers, and find out how many pictures of men there were on a certain page, what they were doing, etc.

7. In the same way I taught the plurals of tooth, foot, mouse, leaf, child, fish. This they learned from the fish in their aquarium, kept in the room all the time.

8. I kept drawn on the board permanently the picture of a man, tooth, foot, mouse, leaf, and child, and in another place two or three of each. The children gave in concert each day for a time: "I see one man, I see one foot," etc. They also turned to the other board and said, "I see two men, I see two feet," etc. I then called on them individually for the same thing. I also had them make up sentences about the pictures.

Second Time Over

By this time the children could give orally the plurals of all the common nouns in their vocabulary and write the singular number.

I put on the board this list:

A fish.	A horse.	A boy.
A dog.	A frog.	A man.
A cat.	A child.	A leaf.

Then I had the children tell me something each one of these things does. As they gave the words, I filled in the sentences. They then told me what all fish do. These I wrote also and at their dictation, having them enunciate clearly the "s," if it were present. I had them copy both sets.

A fish swims.

All fish swim.

A dog barks.

All dogs bark.

A cat mews, etc.

All cats mew, etc.

2. I had another exercise like the first, reviewing many familiar names and adding mouse, tooth, foot.

3. I wrote on the board all the singular nouns we had studied, called on them for the plurals, wrote them opposite, and had the class pronounce and copy.

4. I dictated the following sentences:

There are two men on the street.

I keep my teeth well brushed.

My feet are not muddy to-day.

The children are playing in the yard.

Five fish are in the jar.

The leaves fall from the trees.

I caught two mice in a trap.

I have four boxes of marbles.

5. I wrote on the board, men, women, teeth, feet, children, boxes, fish, leaves, mice, and had the children make up sentences, first orally, then in writing.

6. I dictated the words of exercise 5 meaning one, and had the children write the word meaning more than one.

7. I took as a spelling lesson the following words: Babies, ladies, flies, knives, loaves, wolves, calves.

8. I wrote the list on the board, had the words pronounced clearly, and oral sentences given about each word. These sentences I wrote on the board, and had copied:

There are many babies on our street.

The ladies went to tea this afternoon.

Frogs like to eat flies.

Boys make boats with their knives.

I bought two loaves of bread for my mother.

The wolves ate the sheep.

I see a picture of two little calves.

9. I dictated the sentences in exercise 8.

10. I passed out to the class some small pictures of one or many of various animals and objects. The children passed to the board, and wrote a "there is" or "there are" story about the picture, and told also what the object was good for and what it could do. I had these sentences read in turn.

11. I had them change these sentences to mean more than one, first orally, then in writing:

1. I have a baby at home.
2. My pencil is in my desk.
3. The calf played in the field.
4. We ate a loaf of bread for breakfast.
5. I saw a lady to-day.
6. The frog ate a fly.
7. The man rode to town.
8. The child broke a slate.
9. The fish is in the jar.
10. I lost a tooth to-day.
11. We drew a leaf to-day.
12. The man hurt his foot.
13. The wolf broke into the yard.
14. I caught a mouse in the trap.

CAPITALS

1. I asked the children for the names of people they knew or had heard of. These I wrote in a column on the board. I obtained such names as Mary, Frank, Charlie, Pardee, Schmitz, Roosevelt, Washington, and McKinley. I then asked how all the names were alike. They noticed the capital for each word. At the top of the column I wrote people. Then I asked for the names of places. This is the list:

San Francisco, California, Oakland, Chutes, San Francisco Bay, Cliff House, Alameda.

Then we made these into sentences, which I wrote on the board, and the children copied.

Mary is a little girl.

Frank goes to school.

Charlie is my brother.

Pardee is the governor of California.

Schmitz is the mayor of San Francisco.

Roosevelt is the president of the United States.

San Francisco is the largest city in California.

We cross San Francisco Bay to reach Oakland and Alameda.

There are seals at the Chutes and the Cliff House.

There are many flowers at Golden Gate Park.

We studied these words as a regular spelling lesson. After they were mastered, the sentences of the first lesson were dictated to the class.

3. I asked the children to tell me what street Le Conte School is on. Tell me on what street you live. Tell me the name of a long street in San Francisco. These were written in a column, then sentences were given about each. These I had written on the board and copied.

Le Conte School is on Powell Street.

John lives on Sacramento Street.

There is a car line on California Street.

Market Street is a very long street.

Jackson Street is very steep.

I gave these as spelling words, until they were mastered, then I dictated the sentences under the third device.

4. I had these questions answered in full sentences:

Who is governor of California?

Who is mayor of San Francisco?

What is the largest city in California?

On what bay do you ride from the ferry?

At what places do you like to spend the day?

What school do you attend?

On what street is it?

Write the names of four streets in San Francisco.

5. Make me a good sentence about San Francisco, California, Washington, Roosevelt, Pardee, Sacramento Street, Jackson Street, Cliff House, Golden Gate Park, Oakland.

6. I had the children write exactly how to go from the schoolhouse to Oakland, to Berkeley.

7. I asked the children the day of the week, wrote it on the board, and had them tell the day before, writing it above, and the next day, writing it after. In the same way I got all the days of the week in their order. I then asked the children to think of something they had done, and the day of the week they had done it on. These sentences I wrote on the board, and had the children copy them.

I played store Monday.

Mary and I went down street Tuesday.

Mama bought me some candy Wednesday.

I rode to Golden Gate Park Thursday.

We had vacation Friday.

We played baseball at Golden Gate Park Saturday.

I went to church Sunday.

7. We used the words in spelling until they were learned, then I dictated the sentences in exercise 6.

8. I wrote on the board, and had the children copy and memorize :

Monday's child is fair of face,
 Tuesday's child is full of grace,
 Wednesday's child is merry and glad,
 Thursday's child is sorry and sad,
 Friday's child is loving and giving,
 Saturday's child must work for a living,
 But the child that is born on the Sabbath day
 Is blithe and bonny and good and gay.

9. I dictated the above to the children.

10. I had them copy the rhyme from lesson 21 State Series Language Lessons, and answer the questions. I also had them answer the questions in lesson 20.

11. I told this story to the children for reproduction :

Mary Gray is a little girl who lives in Oakland. She has a cousin named Charlie, who lives in San Francisco, near the Chutes. One day Mary came to make Charlie a visit. They went to Golden Gate Park in the afternoon. They sat on the soft, green grass. They ran races. They watched the squirrels hiding nuts and the monkeys playing in the swings.

The next day Charlie's mama took them to the Cliff House. Charlie had a dog named Carlo. They took Carlo with them. They had great fun running over the sand. But Charlie ran too near the water, and fell in. Carlo pulled him out, and carried him up on the sand. They called Carlo a hero. The next day Mary crossed the San Francisco Bay to Oakland.

11. Joe was a little boy who lived on Sacramento Street. There was to be a circus in San Francisco, and Joe wanted to go. The parade was to be along

Market Street, on Saturday morning. Joe was very happy, for he did not have to go to school that day. Early in the morning he walked down Powell Street and found a good place on the corner. Before long the parade came by, and Joe followed it to the tents. He wanted to go in, but he did not have enough money. A workman saw him, and said, "I need a boy to help me water the elephants. I will give you a ticket if you will do it." Joe was glad to do it, and worked hard. Then the man gave him a ticket. He had a fine time, and told his mother all about it.

The months of the year were taught in exactly the same way as the days of the week, except that the sentences told the holidays which come in the different months; as:

New Year's is in January.

Washington's birthday is in February.

Mary's birthday is in March.

• John's birthday is in April.

May Day is in May.

June is a sunny month.

Fourth of July is in July.

There is no holiday in August.

Admission Day and Labor Day come in September.

October has thirty-one days.

Thanksgiving Day comes in November.

Christmas is in December.

I had them copy and then take from dictation the rhyme:

Thirty days hath September,
 April, June, and November.
 All the rest have thirty-one,
 Save February, which alone
 Hath twenty-eight, and one day more
 We add to it one year in four.

I had them copy the rhyme on page 45, State Series Language Lessons.

I had the pupils copy the following sentences, filling in the blanks:

1. ——— is the first month of the year.
2. Washington's birthday is in ———.
3. The roses bloom in ———.
4. Thanksgiving comes in the month of ———.
5. Decoration Day is in the month of ———.
6. Santa Claus comes in ———.
7. School begins in ———.
8. My birthday is in ———.

QUESTIONS

I told the children the story of the the sheep and the pig, Folklore Stories and Proverbs, Sara E. Wiltse, page 32. I had the children act it out. After each speaking part had been taken, those left were moss or pegs. I was careful that the questions were clearly asked.

I gave the story of the little Red Hen and the Grain of Wheat in dialogue form. It can easily be acted out; also other stories I used for acting are: The Three Bears, etc.; Henny Penny, Folklore and Proverbs, page 1-18, Sara E. Wiltse.

Second Time Over

1. I told three children to get something in their hands, not to let any one see, and come to the front of the room. "Now, you tell me when I guess what it is? Gaspar, is it a pencil? Is it some chalk? Is it candy? Is it a pencil?" "Yes." "I guessed it. Now May. Is it your cap? Is it a box? Is it a flower?" "Yes." "Now Louis. Is it a knife? Is it a nut? Is it a pen-wiper?" "Yes." "Now the children may guess what I have. The question that brings yes will

be written on the board." The following were the questions. I made the question mark with colored crayon:

Is it a flower?	Is it an apple?
Is it your handkerchief?	Is it a nut?
Is it candy?	Is it a blotter?
Is it colored crayon?	Is it a pen?
Is it a bottle?	Is it a pencil?

I had these sentences copied.

The next day I took questions beginning with "can it." "Have you a pet at home, Walter? I am going to guess what it is. Can it run? Can it bark? Then it is a dog."

"Have you a pet, Edith? Can it sing? Can it purr? Then it is a cat. Now, I have a pet at home. Guess what it is. Ask questions beginning with can it."

The questions were all put on the board. It helped them in asking. I had the following copied:

Can it jump?	Can it talk?
Can it sing?	Can it run?
Can it bite?	Can it bark?
Can it hop?	Can it fight?
Can it eat?	Can it run up a tree?

3. Then I took "has it" questions. I had a number of pictures. I let Helen choose one, then I asked, "Has it four legs? Has it two horns? Has it wool on its back? Then it is a sheep. Now I have one, and you may guess. The one who guesses may have the picture. We will write on the board the question that made you think what it was."

These were copied by the children:

Has it fur on its back?	Has it a long neck?
Has it long ears?	Has it two legs?
Has it feathers?	Has it long hair?

Has it horns?

Has it long hind legs?

Has it a trunk?

Has it any legs?

4. These were followed by questions beginning with "are they." I held a picture in my hand so the children could not see. "You may guess what the children are doing." These sentences were also copied:

Are they playing ball?

Are they running?

Are they walking along?

Are they sitting under a tree?

Then other pictures were taken, and a list of ten sentences written on the board and copied by the children.

5. By this time the children had an idea of what questions are.

I took a picture. "What is the little girl doing? Where is she going? What is her name? Now you may also ask me anything you wish about this new picture. I will answer your questions." I wrote ten of the best questions on the board, and had them copied.

6. I wrote on the board:

Are you a good boy?

Will you lend me your book?

Have you a pencil?

"What do we call these sentences? How do they end? Take out your Second readers. Turn to page 75. Read me a question. How does it end? Copy all the questions on page 22."

7. Read the story on page ——. Ask me six questions about the story.

8. I dictated the following questions:

1. What is the boy doing?

2. Where are you going?

3. Has the boy a whip?

4. What does the cat do?
5. Who has seen my dog?
6. Can you write well?
7. Does the fish come to the top to breathe?
8. Are you having a good time?
9. Is she going home?
10. How do you spell your name?

9. I had them ask two questions they would like to have answered about:

The silkworms.

The tent caterpillars.

The oak galls.

The polliwogs.

The frogs.

The sprouting seeds.

10. I put up a large picture before the class, telling them to write me five questions about it.

11. I divided the class into two parts. One-half I sent to the board to write questions; the other half was to answer them. The first sentence completed was to be answered by the one who saw it. If any one made a mistake, the one who discovered it took his place.

12. I had the following story reproduced orally and in writing:

Once there was a little boy named Tom. He had a dog, Carlo. Tom and Carlo were very good friends. One day mama left them out in the garden playing. Soon she came out and called, "Tom," as loud as she could. But Tom did not answer. Then she heard Carlo barking. She ran as fast as she could to the spot. What do you think she saw? There on the grass lay Tom all wet and cold. He slipped and fell into the water. How do you think he got out?

13. If the children do not have the idea of a ques-

tion by this time, I would follow this series with some lesson on "did he," etc.

1. I had a picture of a little boy with a small bucket and a spade. I said to the class, "What do you think this little boy did? If you ask me, I will tell you when you are right." I put the questions on the board and had them copied.

15. After such subjects as I have no, I haven't any, isn't, are not, there is, are, was, were, etc., I took up as an extra time over the same thing, only in question form, using the same exercises as under "questions."

16. If some children are careless about putting in the question marks, and by careless I mean that they know when to put the marks in and where, if the attention is called to it, I write a story on the board, leaving out the periods and question marks. The children copy, putting in the proper marks. A hectographed copy for each child is better. This is not a means of teaching, but a cure for careless work.

Big Spider and Little Spider, Folklore Stories and Proverbs, page 11, Sara E. Wiltse is a good story for this purpose.

17. The story of the Ugly Duckling contains some good questions, also the first story in the Revised Second Reader, State Series.

TWO.

1. I had on my desk two boxes, two pieces of chalk, two erasers, two pens, pencils, cups, books, etc. I called on the children to give me sentences telling how many there were.

2. I wrote for them on the board three of the sentences, underlining two: .

There are two pens on the desk.

There are two pencils on the desk.

There are two erasers on the desk.

3. I sent them to the board to write two sentences each telling about two objects on my desk.

4. I had a child make up a sentence using two, and another write it on the board.

5. I performed several acts, having the children write at the board what I did; as, "You put two books on the desk. You took two pencils from the table."

6. I dictated:

Two pens are in my desk.

Two girls came to see me last night.

There are two frogs in our cage.

I have two hands.

I have two apples for lunch.

Mama gave me two ribbons.

There are two windows in my room.

The boys brought two worms for the water-dog.

I have read two books.

The boy missed two words.

7. Write me a list telling everything about your body that there are two of, as two eyes. I had them write sentences telling all the things at home that there are two of; as, There are two beds in my room, etc.

Those.

1. I placed several of as many kinds of pens, pencils, books, papers, pictures, etc., as I could get in various parts of the room, as far away from me as I could. I then said, "Will you bring me those red lead pencils, John, please?" After all the things had been brought to my desk, I said, "Now you may see if you can remember what each person brought." I insisted on each child using the word those and looking at the things he brought. If he didn't, I said, "Which ones," and as he pointed to them, he said, "Those."

2. I wrote the sentences given on the board, had them read aloud, and copied.

John brought those red lead pencils.

I brought those reading books.

He brought those framed pictures.

I brought those colored pictures.

Mary brought those spelling papers.

May brought those large boxes.

3. I had them make me sentences about the objects in the pictures on the wall, using those. Ten of them I wrote on the board, had read, and copied.

Those sheep are lying in the shade.

Those apples are red.

I see those men driving the sheep.

Those kittens are drinking milk.

Those horses' heads are pretty.

Those trees have no leaves.

Those flowers are in a vase.

Those birds have pretty colors.

4. I dictated ten sentences, taking them from exercises 2 and 3.

5. I had them make sentences containing the expressions:

Those oranges.

Those girls.

Those knives.

Those examples.

Those books.

Those houses.

Those things.

Those horses.

Those marbles.

Those stones.

6. I had them complete these sentences, using those:

I do not like.

I am going with.

I can not play with.

I didn't say.

He looked at.

The boys saw.

The boy is thinking about.

John brought me.

She is telling me about.

I didn't do.

7. I had them make ten sentences containing those.

QUOTATIONS

Purpose and Method

The correct use of quotations is acquired by a slow process. Quotations may be divided into several type forms, and each one of these types mastered before the next one is taken. The second and third forms are more easily mastered than the first, and the last ones easiest of all. The children have acquired a habit of putting in the marks by this time, so when they have learned the type, they do not forget to put the marks in. The method is that of imitation, not explanation. There is much repetition, with the teacher reminding the pupils at first, and afterward leaving them to themselves. It is easy to teach them to use the marks so no errors will be made in dictation, but the use in composition is much more difficult. The children get it first by having their attention called to the quotations beforehand, by having them written on the board in answer to questions, by asking them to read over their papers to see if they have omitted any quotations. They are helped by putting a mark in the margin and handing the paper back to have the sentence containing the quotation recopied and others made up like it.

The types are:

1. (a) John said, "I am going home."
 (b) John asked, "May I play with Tom?"
2. (a) "I am going home," said John. ,
 (b) "May I play with Tom?" asked John.
3. (a) John said to me, "I am ten years old."
 (b) John asked me, "Where are you going?"
4. (a) "The boy," said John, "is not to blame."
 (b) "Are you," asked John, "to leave school?"
5. The boy said, "It is a fine day. I will go fishing."

6. The boy asked, "Will you go fishing? It is a fine day."

I asked one of the children for a sentence about his dog. I wrote it on the board, punctuating it properly. Then I asked what else I must put on the board so anybody who didn't hear John say it would know he said it. I got the answer, "John said." I then put this before the sentence, put in the comma and quotation marks, calling their attention to the marks before the quotation and after. After I had written three or four sentences in this way, I had different children come up and put in the marks, until there were ten sentences. These I had copied:

John said, "My dog is black."

Mary said, "I like to write well."

Hazel said, "I fed the silkworms this morning."

Joe said, "I am going to the beach to-morrow."

The teacher said, "I like good children."

Allen said, "My dog jumps a rope."

Willie said, "There is a picture on the wall."

May said, "I have a new dress."

Rose said, "The frog ate a worm."

Jack said, "There are two frogs in the cage."

2. I wrote on the board and punctuated:

The girl said, "The day is very warm," then I had the children make sentences for me like this one. I wrote and punctuated the first two, then the children finished the remainder. They were copied later on:

I said, "I will write for you."

The boy said, "It was late when I reached home."

The man said, "My house is very large."

The boy said, "I rowed the boat across the water."

Amy said, "I am glad you had a good time."

The little girl said, "My bird can sing."

Mama said, "Come home to lunch."

The boy said, "I can swim."

3. I had the children copy the sentences from p. 12 in their second reader.

4. I said to the class, "This morning I went to the bakery to buy some bread. Let us write just what I said to the baker and what he said to me. What shall we write?"

I said, "Good morning." The baker said, "Good morning." I said, "I wish to buy a loaf of bread." The baker said, "My bread isn't ready yet." I said, "I am sorry." The baker said, "I hope my bread will be ready to-morrow morning."

The children told me where the marks should be placed as each sentence was written, then they copied it on paper. Care must be taken that no words creep in after said as to me, or to the baker, and that there are no questions.

5. I sent the children to the board and dictated quotations of this type. When any mistakes were made I corrected them at once. Then I dictated the same quotations at their seats.

6. I had the children make up ten quotations of their own, two telling what mama said, two what baby said, two what the teacher said, two what John said, two what the boys on the playground said.

7. Nearly all the children were now able to copy correctly and write from dictation, but some of them were careless. They knew where to put the marks when their attention was called to it, but they often forgot them. As a cure for carelessness I put the following sentences on the board, asking them to re-write, putting in the quotation marks, and the comma before the quotation.

The boy said Come home.

The little girl said It is warm to-day.

John said I am going home.

Mary said I like peaches.

Willie said The clock has stopped.

Mama said It will rain to-day.

Papa said Be a good boy.

The teacher said Write your very best.

The old man said I am very hungry.

The blind man said Please show me the way.

The turtle said Let us run a race.

May said I have a pretty doll.

The man said There is no wolf.

The boy said He will come again.

The lady said You are very kind.

8. I asked these questions, had the answers written on the board, then dictated them:

What did the tortoise say to the hare?

What did the mother bear say about her mush? the father bear? the baby bear? What did the ant say when the grasshopper asked for food? What did the fox say when he wanted the crow's cheese? What did the men say when they found no wolf? What did the dog say when he saw his shadow in the water?

9. I told this story and had it reproduced, first having the quotations written on the board:

Jennie was a little girl. Her papa was very rich. She lived in a big house and had a very pretty garden. One day she was playing with her ball. It rolled to the fence and she ran after it. Outside she saw two poor little girls. Jennie said, "Please come in and play with me." The little girls said, "We will ask our mother." The girls' mother said, "Yes." The girls went in and played ball until they were tired. Then Jennie said, "Let us sit down under the tree to rest." She brought out some bread and butter, and some candy and nuts for them to eat. Then the little girls went home. They said, "Thank you, Jennie." Jennie said to her mama, "They were very nice little girls."

The following are good stories for reproduction for the use of quotations. Be certain to use only the one type of quotation:

The Tortoise and the Hare.

Aesop, Fables.

Scudder, Fables and Folk Stories.

Ward, Third Reader.

Boston collection of Kindergarten Stories.

The Hawk and the Nightingale, Aesop's Fables, published by the Educational Publishing Co., Young Folks' Library of Choice Literature. This story will not do as printed, but can be made over as follows:

A little nightingale sat singing in a tree. An old hawk saw her. The hawk said, "I will eat her for my supper." So he swooped down upon the little nightingale and seized her in his claws. The nightingale said, "Please let me go." But the hawk was hungry and would not do it. The nightingale said, "I am such a little bird." But the hawk would not let her go. The nightingale said, "Eat some other bird instead." The hawk said, "I think you will do very well to begin my feast on."

In the same way may be rewritten the stories of The Fox and the Crab, The Dog and his Shadow, The Cat and the Birds. They are found in the same book as the the story of The Hawk and the Nightingale.

Following this series I took up the same type in the question form. (It is not well to take this up until after the children have had the series on "questions.")

1. I took a ball in my hand and put my hand behind my back. Then I said, You may guess what it is. I will answer any question with yes or no.

I wrote their questions on the board, putting the question mark after each in colored chalk.

Is it made of wood?	Is it round?
Is it candy?	Is it a ball?

Then I asked, "Who asked this question?" John replied, "I did," so I wrote before his question John asked, putting in the proper marks. In the same way I wrote before each question the name of the person who asked it, and put in the proper marks. The children liked this so we tried many more. The children then copied ten of the sentences.

2. Copy the following:

John asked, "Did the birds fly away?"

The man asked, "Will you work for me?"

The boy asked, "Am I too late?"

Mary asked, "Will you go with me?"

The girl asked, "Are you going now?"

John asked, "Where is my top?"

I asked, "Do you know your lesson?"

The teacher asked, "Are you ready?"

We asked, "Is it raining?"

She asked, "Did the tree fall?"

3. Make up ten quotations like this:

John asked, "Will you sell your top?"

4. Dictate the quotations copied in another lesson.

5. Hunt out the quotations with questions on p. 14 of your Second reader.

The same device may be used in teaching the first form, if the children are careless about their punctuation. The story of The Little Red Hen is an excellent one to copy, leaving out periods and quotations marks. The children copy, filling in, or better still add them to a hektographed page.

6. The same conversational device may be used, adding the question, as, One day I went to a jewelry

store to buy a watch, I said, "I wish to buy a watch." The jeweler asked, "What kind of a watch do you wish?" etc.

In the same way, the children may write with the teacher a conversation between (1) A boy and a jeweler. The boy goes to the store to buy a watch. (2) A boy who wishes to play with another boy and his mother who wishes him to do his work at home. (3) A conversation between two boys who are out fishing. (4) An imaginary conversation between two books that have been badly treated. (5) The same between a pretty new doll and an old one. (6) Two boys who wish to trade knives or tops or marbles.

The following stories are good to use for reproduction. It is a good idea to have the quotations written upon the board first in answer to your questions. Then let the children see how many they can bring into their reproduction. Be certain to keep to the type in use. The stories must be told in the type form John said, "I am going home," and John asked, "Are you going home?"

The Ant and the Grasshopper.

Scudder, *Fables and Folk Stories*, p. 105-106.

Lane, *Stories for Children*, p. 44-45.

The Morse Reader II., p. 55-56.

The Fox and the Goat.

Scudder, *Fables and Folk Stories*, p. 58.

Baldwin, *Second Reader*, p. 13-14.

Ward, *Third Reader*, p. 30.

Belling the Cat.

Scudder, *Fables and Folk Stories*, p. 78.

The Frog and the Ox.

Scudder, *Fables and Folk Stories*, p. 78.

The Arab and his Camel.

Baldwin, *Fairy Stories and Fables*, p. 108.

SIT, SAT, SITTING.

1. I said to the class: "Five children sit in the first row, how many sit in the second? in the third? Who sits behind you? in front of you? at your right? at your left? Where do you sit in church? Where do you like best to sit in school? in the theatre? Who sits next you at the table? Where does the baby sit?"

I wrote the answers to these questions on the board, had them read aloud and copied.

2. I wrote these directions on the board, had them read, the acts performed, then I had told what was done.

Sit in the third seat of the first row.

Sit in the chair on the east side of the room.

Sit in the chair by the north window.

Sit on the longest bench in the room.

Sit in the chair in the northeast corner.

Sit on the box by the stove.

Sit in the chair under the clock.

Sit in the chair at the end of my desk.

3. I had them read aloud and copy:

I sat in the third seat of the first row.

I sat in the chair on the east side of the room.

3. Tom sat in the chair by the north window.

4. He sat on the longest bench in the room.

5. She sat on the box by the stove.

6. Mamma sat by me in church.

7. Baby sat on mamma's lap.

8. The girls sat together to-day.

9. I like to sit in the back seat.

10. Tom likes to sit with me.

The Owl and the Grasshopper.

One afternoon an owl sat up in a tree trying to go to sleep. A grasshopper sat under the tree singing. "Please do not sing," said the owl, "I wish to sleep." "Day is not the time to sleep," replied the grasshopper. "Night is the time to sleep." "That is so," said the owl. "Come up and sit by me and we will have a feast." The silly grasshopper jumped up in the tree to sit by the owl, and the owl ate him up.

LIE, LIES, LAY.

Purpose and Method.

The purpose here is to establish a feeling in the child so he may without conscious thought associate the word lie and its past tense lay with the act of reclining. He may be told to use lie when it means to, recline, but it is doubtful if he associates the act with the word.

The method is the same as with the other verbs, the conditions are given, the word is associated with it and then by repetition the habit is formed.

1. I had pictures of various animals lying down to rest, or going to sleep for the winter. I said to the children: "Have you ever seen a dog lie down to rest? Tell me how he does it? How does a cat lie down?" "Look at these pictures and tell me how each animal lies to rest." These were the best sentences given, and were read aloud and copied by the children:

1. The horse lies on his side with his head stretched out.

2. Sometimes the cat lies with her feet folded under her.

3. Sometimes she lies on her side with her head between her paws.

4. The cow kneels down on her front feet before she lies down.

5. The chipmunk lies rolled up in a little round ball.

6. The pig lies down in the shade to sleep.

7. The cat likes to lie in the sunshine to sleep.

8. The dog lies on his side with his head on the ground.

9. The polar bear lies on the ice to sleep.

10. The elephant does not lie down to sleep.

2. I dictated the following sentences:

I lie on the grass to rest.

Mother lies on the couch to rest.

The Romans used to lie down to eat.

The baby lies in his cradle to sleep.

The horse lies in the shade.

My coat lies on the seat during the day.

My hat lies on the table while I work.

3. I had the children recall what we talked about the first day, then I said, "Tell me where the horse lay while he slept, the cat, the cow, the chipmunk, the pig, the dog, the polar bear."

These sentences I wrote on the board, had the class read aloud and copy:

The horse lay on his side to sleep.

The cat lay with her paws folded.

The cow lay asleep in the shade of the sun.

The chipmunk lay last winter rolled up in a ball.

The cat lay asleep on the branch of a tree.

The polar bear lay on the ice to sleep.

4. I had the children change the sentences of exercise 2, so they would refer to yesterday.

5. I had the children answer the following questions. They were familiar with the stories:

1. What did Goldilocks do when she went up stairs in the bear's house?

2. What did the rabbit do while the turtle was walking along?

3. What was the lion doing when he put his paw on the mouse?

4. What was the dog doing in the manger?

5. What was the wolf doing when Red Riding Hood got to her grandma's?

6. What did Molly Cottontail tell Rag to do while she was away?

6. I said to the class, "When mama wishes baby to stop playing and go to sleep, she says, 'Lie down now and go to sleep.' If the baby gets up and then lies down, mama says, 'Lie still, baby.' Tell me what you say to your dog when you wish him to lie down, when you wish him to lie quietly. What did the man at the circus say to the elephant when he made him lie down? What does mama say when she does not wish baby to lie on the wet ground, or on the floor?" I wrote these sentences on the board, had the class read them aloud, then copy them:

Lie down, baby, and go to sleep.

Lie down, Rover, and play dead.

Lie still on the bed.

The man said to the elephant, "Lie down."

Do not lie on the wet ground.

Do not lie on the floor.

7. I dictated these sentences:

I like to lie on the grass in the shade.

Mama lay down yesterday to rest.

Baby lay in his cradle asleep when I got home yesterday.

My hat lay on the desk.

The wolf was lying in grandma's bed.

Lie down, Rover, and play dead.

Do not lie on the wet ground.
 The dog was lying in the manger.
 Lie quietly while you sleep.

I lay on the grass at the park watching the boys play ball.

8. I had the children make two sentences containing lie, lay, lying.

9. I told a part of the story about "The Three Bears," where Goldilocks was upstairs and where three bears came home and what they said upstairs. This the children reproduced orally, then in writing. It was followed by correction of errors.

Once a dog was lying in a manger full of hay. A hungry ox came to eat the hay. The dog got up and snarled at him. "Well," said the ox, "You can not eat the hay yourself and you will not let anyone else eat it."

The Travelers and the Bear

Two men were walking through a forest. They agreed to help each other if any wild animals came. Soon a big bear rushed out at them. One man was light and nimble. He forgot his promise, and ran as fast as he could to a tree. The other man could not run fast. He lay down flat on his face and held his breath. The bear came up and smelled at him, but took him for dead, and ran off to the wood. The man in the tree came down. He said, "What did the bear tell you as you lay on the ground?" "He told me," said the other one, "never to trust you again."

Bruce and the Spider

Once there was a brave Scotch king named Bruce. He led the army in a great battle against the English. The Scotch fought hard, but they were beaten. Bruce had to run away and hide in out-of-the-way places.

Once he hid in a cave. As he lay there he was sad. He was afraid he could not make the Scotch people free. Soon he saw a spider at work. The spider had spun a long thread, and was trying to swing by it from one part of the rock to another. It tried again and again. Bruce lay there and watched it. He counted how many times it tried. It was just six times. That was just as many times as Bruce had failed in battle. He wondered if the spider would try again. He said to himself, "If the spider does try and reaches the rock, then I will try again to set my country free." The spider did try again. This time it reached the rock, where it wanted to go. So Bruce kept his word, and tried once more. His men all came to him again, and he was master of the land.

Teach, taught, teaching.

"How many have pets at home? What pets have you? Do they know how to do any tricks? Who taught them? How do you do it?" I had this preliminary talk with the children, keeping their attention, not so much on the tricks as on the teaching of them. Then I had them give me sentences telling what tricks they had taught, what their older brother had taught, what their father had taught, what any one was teaching now. I wrote these sentences on the board, underlined the word taught, and had the children copy them.

I taught my dog to carry the paper.

I taught my dog to speak for meat.

I taught my cat not to bite me.

I taught my bird to eat from my hand.

Mama taught the cat to stay outside.

Papa taught the dog to bring back the ducks when he went shooting.

My brother taught his dog to bark at tramps.

My sister taught her cat to wear ribbon on her neck.

My brother taught the bird to answer when he said, "Sweet."

2. I had them tell what they had taught the baby at home to do, what papa had taught them, mama. "Who teaches you arithmetic, geography? Who teaches you in Sunday-school? Who taught you to row a boat? to swim? Who teaches the boys to be soldiers? Who teaches the boys on the training ship?

"Who teaches the animals at the circus? What do they teach them? How do they teach them?

"Who teaches the baby rabbits to run from danger? Who teaches the kitties to catch mice? Who teaches the baby birds to fly? Do you know of any other animal that teaches her young? What does she teach them? How does she do it?

"Do you play school? Who is the teacher? What does she teach you?

"Does any one help you with your lessons nights at home? Who teaches you?"

3. I had them write sentences from lesson 2 on the board. Then each child read his sentences aloud. I copied ten of the best on the board, gave the class time to study, then dictated them.

1. Mama is teaching me to sew.
2. The priest is teaching me at Sunday-school.
3. Miss Smith teaches us geography.
4. The captain teaches the soldiers how to march.
5. The man taught the elephant to play the drum.
6. He taught the seal to sit at the table.
7. The mama bird taught the little birds how to fly.

8. When we play school, I am the teacher.
9. I teach the children how to spell.
10. My sister teaches me at home nights.

4. I had them write three sentences telling what they could teach a horse to do, three telling what they could teach a dog to do, three telling what their teacher teaches them every day.

5. Write me three sentences with the word teach, three with taught, three with teaching. I had these sentences read aloud, ten of the best put on the board, studied, and dictated.

6. I told them the story of the tortoise that wanted the eagle to teach him to fly (Aesop's Fables).

An excellent story is one by Wm. J. Long, in *Wilderness Ways*, Megaleep the Wanderer, pages 10-21, an account of a caribou school and how the little ones are taught. The story of Raggylug, by Ernest Seton Thompson, also has many interesting accounts of what a rabbit must be taught.

Too.

1. "Tell me what Miss Lynch said about your singing this morning? I wrote the sentence on the board. "We sang too loud this morning." "Now I will tell you something else you did this morning. You sang too slowly. You talked too much." These I wrote on the board, also underlining too. "Now make me some sentences using these words on the boards:"

Too hard.	Too high.	Too softly.
Too long.	Too old.	Too quickly.
Too much.	Too low.	Too deep.
Too far.	Too dear.	Too noisy.
Too easy.	Too slowly.	

They gave me these sentences, which I wrote on

the board, underlining too, then I had them read and copied :

We worked too hard.

We played too long.

We ran too much.

We walked too far.

The work was too easy.

He jumped too high.

He was too old to work.

The fence is too low.

He paid too dear for the whistle.

He walked too slowly.

She sang too softly.

He thought too quickly.

The water was too deep.

The boys were too noisy.

2. I had them make me some sentences using too before each of the following words:

Fast, well, hard, long, near, far, young, much, many, small, large, broad.

3. I dictated ten sentences from exercise 1.

4. I had them answer these questions, using too in the answer:

Why did the tortoise win the race?

Why didn't Goldilocks eat papa bear's mush?

Why didn't she sit in papa bear's chair?

Why didn't she lie in mama bear's bed?

Why couldn't the fox get out of the well?

Why do you not go home for your lunch?

Why didn't the boy do his examples this morning?

Why couldn't the fox get the grapes?

Why was the boy drowned in the river?

Why didn't the girl come to school yesterday?

4. Write me ten sentences containing too. I had some of these sentences read aloud.

Set, set, set.

1. I said to the class, "Look to see what I do, listen to what I say." Then I set a box down on the table, saying as I did so, "I set the box on the table. Who can set something else down and say the correct thing?" I had several children do so. "Now tell me what you did. How can we tell whether we are just doing it, or whether we have done it?" "We must add a word or say am setting," the children answered.

I wrote the sentences they gave me on the board, having them add a word to tell when, or add ing. The children read the sentences aloud, then copied them.

I set the box on the table five minutes ago.

I set the box down now.

I am setting the box on the table.

I set the dishes on the table last night.

I am setting the cup up on the shelf.

I set the bookcase by the door yesterday.

Papa set up a new stove last night.

I set the vase on the desk now.

I set the table for mama every day.

I set the clock on the table before recess.

2. I had the following commands written on the board. I called on a child to read, perform the act, then tell me what he did:

Set the chair by the door.

Set the inkstand on your table.

Tell Tony to set the dish near you.

Set the dish on my desk.

Set the jar near the window.

Tell Paul to set the chair by the door.

Set the dish on the table.

Set the jar on the floor.

Set the grip on the chair.

Set the chair near me.

3. I dictated the sentences as they were given by the children in exercise 2.

4. I had the children write their own sentences, after placing the following on the board, then read them aloud. After this they made ten sentences of their own.

We	}	set	jar	on the ground
You			dish	
I			box	near you
They			trunk	by the door
He			vase	
She			cup	in the yard

5. I told them this story, had them reproduce it orally, then in writing. I marked all the mistakes in set, had them rewrite the sentence in which the mistake occurred, three times, then write three of their own:

Dan, his mother, and his little sister, Ruth, were just moving into a new house. The day was a very busy one for them. When evening came, they had not quite finished the work. Dan helped his mama very much. "Where shall I set this?" he cried, holding up a clock. "Set it up on the shelf near the window," said his mother. Dan set the clock on the shelf, and ran off to get some other things. "Help me set the bookcase near the door," said his mother. While Dan and his mother were doing this, Ruth set the dishes on the table. Soon they finished, and ate their supper. Then mama read them a nice long story before they went to bed.

Lay, laid.

1. I said to the class, "I am going to do several things for you. When I get through I wish you to do just as I did." Then I performed the act, and gave the sentences just as I did it.

- I lay the pen on the desk now.
- I lay the pencil on the desk now.
- I lay the eraser on the desk now.
- I lay the ruler on the desk.
- I lay the chalk on the desk.

Then I called on different children to lay down such articles as paper, chalk, books, sponge, slate, etc., giving the present tense as the act was performed. I then said to them, "I laid down five things on the desk for you. Do you remember what they were?" I insisted on the clear enunciation of the word laid. Then each one told me what he laid down, and where he laid it.

2. I had the following commands written on the board, had the acts performed, and after the children had reached their seats again, had them tell what they had done. Then they told me what they could have said while they were doing it:

- Lay down your pen.
- Lay your coat on my chair.
- Lay the pencil on my desk.
- Lay the eraser in the chalk tray.
- Lay your paper on the table.
- Lay the book on Tom's desk.
- Lay this note on your desk.
- Lay the blotter on Mary's desk.
- Lay the doll on the bench.
- Lay my book on your desk.

3. I had the children write sentences telling of the acts performed in exercise 2.

4. I had the children make up sentences telling where John laid his knife, when he laid it there, why he laid it there; where he laid his books after school, where he laid the eraser, the chalk, his pencil, his pen.

5. I had the children give commands to each other. After the child had performed the act, he told what he had done.

6. I dictated the following sentences:

Lay your books away carefully.

I laid my dress away after the party.

I laid the pen down on my desk.

I lay my pen down carefully every day.

The boys laid their hats on the grass.

She always lays her pencil down quickly.

Mary laid the clean clothes away.

The boys laid their coats on the hay.

The girl lays her books neatly in her desk.

7. I told a story, had it reproduced orally, then in writing; afterward I had the children correct their errors.

Learn, learns, learned.

1. I said to the class, "Last night I learned to spell a word. Tell me one thing you learned to do to-day." I wrote these sentences on the board.

I learned how to spell a word last night.

I learned how to do an example to-day.

I learned how to write a word to-day.

James learned how to sit in attention to-day.

"Tell me what your dog learned to do. Tell me what the circus animals learned to do. Tell me what the horse learned to do."

These questions brought the following sentences, which I placed on the board:

My dog learned how to jump rope.

My dog learned how to bring in the paper.

My dog learned how to beg for his dinner.

The seals learned how to play the drums.

The elephants learned how to dance.

The horses learned how to walk up steps.

The horses learned how to stop when the man speaks to them.

"Tell me what you learn to do every day."

I learn how to write.
 I learn how to spell.
 I learn how to read.
 I learn how to do examples.
 I learn how to sing.
 "Tell me what the baby learns to do."
 The baby learns to talk.
 The baby learns to walk.
 The baby learns to pull my hair.
 The baby learns how to laugh at me.
 The baby learns how to clap his hands.

We read these sentences aloud, copied as many as we had time for, and underlined the word learned, learn, or learns.

2. I had the class answer the following questions, then read aloud their answers:

What does a frog learn to do?
 What does a baby bird learn to do?
 Tell me what three things you learn every day.
 Tell me what three games you learn at school.
 Tell me what our frog learned to do.
 What did the baby learn?

3. I dictated ten sentences from the first lesson.

4. I went quickly around the class, row by row, giving the first sentence and having each one answer quickly in turn; as, I learn my spelling lesson every day. To the second row: The boy learned how to swim last vacation, etc. Then I had them write as many of the sentences as they could remember.

5. I had the class write four sentences containing learns; four, learn; and four, learned.

6. I told the following story, and had it reproduced orally, then written. After this, we had "correction of errors."

Subject Pronouns.

I wrote on the board these two sentences:

John played ball.

I played ball.

I asked the children to combine the two, telling who played ball. This I wrote on the board. Then I read: John walked to town. I walked to town. Combine, telling who walked to town. This combination I wrote on the board. In the same way I used:

John read the book.

Jack read the book.

He read the book.

He read the book.

Frank picked an apple.

Fred may go.

He picked an apple.

You may go.

Jessie sewed yesterday.

Tom was good.

I sewed yesterday.

She was good.

The boys rode the horse.

He ran home.

I rode the horse.

She ran home.

He can not come.

He did the work.

The girl can not come.

I did the work.

Toshi saw the silkworms.

He saw the silkworms.

2. I had the children read in concert the combined sentences and then copy them.

3. I dictated the sentences that were copied in the first lesson.

4. I sent Tony and Stephen to the board. I said to Tony, "Who are at the door?" His reply I wrote on the board. The children read it aloud, then copied it. I asked Elsie to tell me who were at the door, using only one name. Her reply was also written, read, and copied. At the end of the lesson we had copied:

Tony and I are at the door.

Tony and he were at the door.

Elsie and we are at the window.

Elsie and they were at the window.

He and I are in one seat.

He and I were in one seat.

He and I are standing by the stove.

He and she stood by the stove.

John and we are writing on the board.

He and they were writing on the board.

You and Ben were carrying the water.

Elsie and I are feeding the silkworms.

Elsie and she were feeding the silkworms.

5. I put two columns on the board, and asked the children to make sentences.

Tom and he	made
Jack and she	walked
My brother and I	rode
Your sister and they	saw
The boy and we	wrote
Joe and we	read
Bessie and I	came
He and I	threw
He and she	caught
	fed

6. Sentences for dictation:

Ben and I play ball every day.

He and the boys are in the garden.

She and the girls are studying their spelling.

7. Tom went with your family on a picnic. Tell me what kind of a time you had, using Tom's name. Tom went with you fishing. Tell me how many fish you caught, using Tom's name.

Use Tom and one of the words in this list in a sentence telling where you went in vacation, what you did, what you saw, what you caught, when you came back. Tell me what kind of a time you had.

I, HE, SHE, THEY, WE.

A boy and two girls went across the bay. Use any two words in the list to tell where they went and what they did.

Tom and a friend go to the same school. Tell me what they do at recess, using Tom's name and a word from the list. Susie and your sister play together. Use Susie's name and a word from the list to tell what they play.

5. They and I are good friends.
6. Mary and he closed the door.
7. Elsie and he are not going.
8. He and she erased the boards.
9. Jack and he are in the house.
10. Mary and she walked in the woods.
11. They and we were on different sides.
12. Your sister and they were the only ones there.
13. He and I ran a race.
14. He and she were in school on time.
15. May and she sang a song.
16. Elsie and they were out in the rain.
17. The two boys and we were very much afraid.
18. He and I thought out the riddle.
19. She and I went alone.
20. She and he did not know it.

Test: Fill in the blanks.

Henry and —— will help you.

Hattie and —— wrote a letter.

—— and —— rode with them.

—— or —— should send us word.

—— and —— may dust the room.

Annie and —— sent us the fruit.

- _____ and _____ came this evening.
 _____ and _____ moved away.
 _____ and _____ ran across the field.
 _____ and _____ stood on the hill.

Pronoun after Preposition

This series was introduced in the same way as the last and worked out in just the same way. It requires many sentences read aloud by the children and given by the teacher and pupils, that the ear may become accustomed to the proper sound. Besides this, the written form must be acquired.

1. I had written on the board before class time the following sentences. The child was called upon to read each sentence, then to combine, as in last set:

Lucy walked behind Tom.

Lucy walked behind me.

He wrote to Tom.

He wrote to me.

They walked by Tom.

They walked by her.

Lucy sat near Tom.

Lucy sat near us.

Mamma thought of Tom.

Mamma thought of them.

I rode with mamma.

I rode with you.

These invitations are for sister.

These invitations are for us.

The hat is becoming to Lucy.

The hat is becoming to her.

2 The picture hangs over Mary.

The picture hangs over him.

The orchard is beyond Tom.

The orchard is beyond us.

2. I had the sentences of yesterday read aloud and copied.

Lucy walked behind Tom and me.

He wrote to Tom and me.

They walked by Tom and her.

Lucy sat near Tom and us.

Mamma thought of Tom and them.

I rode with mamma and you.

These invitations are for sister and us.

The hat is becoming to Lucy and her.

The picture hangs over Mary and him.

The orchard is beyond Tom and us.

I had the children read aloud, then combine these sentences; then read aloud again and copy:

They heard about you.

She went with them.

They heard about me.

She went with him.

She sang for you.

She lived with them.

She sang for her.

She lived with us.

I rode with her.

The boy spoke to him.

I rode with you.

The boy spoke to her.

Mary spoke to them.

The man wrote to him.

Mary spoke to me.

The man wrote to me.

I sat by her.

The baby ran to her.

I sat by you.

The baby ran to me.

3. Him and me.

Father and us.

Him and his brother.

Them and us.

Her and us.

Him and us.

Lucy and me.

Him and her.

Them and you.

Her and me.

Him and her.

I had the children write sentences using one of the

above expressions in answer to the following questions. The sentences were then read aloud:

To whom did mamma write?
 With whom did you walk?
 Whom did you run from?
 By whom did you sit?
 To whom did you speak?
 Near whom did you walk?
 With whom did you sing?
 With whom did you play?
 For whom did you work?
 To whom did you write?
 From whom did the teacher take a book?
 About whom did the author write?

4. I dictated the following sentences:

I sat near Lucy and him.
 He sent word to Frank and her.
 Harry will ride with them and you.
 They sent me for mamma and him.
 The children played with him and her.
 The lady amused Tom and me.
 There is no quarrel between them and me.
 We divided a cake among them and us.
 The book fell behind father and me.
 The teacher talked to her and us.

5. I wrote the following on the board, and had sentences made, the blanks to be filled in with some other word than a name. The sentences were then read aloud by the class:

—— sat near —— and father.
 —— walked with —— and sister.
 —— ran between —— and mother.
 —— played for —— and us.
 —— sang to —— and them.
 —— spoke to —— and her.
 —— thought of —— and the boy.
 —— quarrel between —— and her dog.

6. Test: Fill in the blanks with some other words than names.
names.

They told me about ——— and ———.
We walked with ——— and ———.
She sang to ——— and ———.
We worked for ——— and ———.
My mother played for ——— and ———.
The children ran from ——— and ———.
The boys went fishing with ——— and ———.
We gave fifty cents to ——— and ———.

POSSESSIVE SINGULAR

1. I said to the class, "Who has a knife? Tell me something about John's knife." This reply I wrote on the board. John's knife is sharp. "Tell me something else." John's knife has a pearl handle.

"What did Susie get to-day? Tell me something about Susie's book?" Susie's book is red. Susie's book has a picture on the cover.

"Tell me something about Willie's pencil." In this way I got the following:

John's knife is sharp.
John's knife has a pearl handle.
Susie's book is red.
Susie's book has many pictures.
Willie's pencil is red.
Frank's pen is on the table.
John's coat is torn.
Ray's finger is broken.
May's doll has a new dress.
Lucy's pet dog is lost.

2. I had these sentences copied.

3. Write sentences about:

John's pony.	The boy's hat.
Clara's sister.	The man's flag.
The squirrel's tail.	The bird's feather.
The dog's paw.	The boat's prow.
The soldier's gun.	The boy's lesson.

4. I had the children answer these questions:

Whose coat is torn?
 Whose hat is on the table?
 Whose book is on the desk?
 Whose pencil is on the floor?
 What bird's head is red?
 What bird's breast is red?
 Whose pictures are on the wall?
 Whose composition was best to-day?
 Whose book is on my desk?
 Whose dog came to school to-day?

5. I dictated the following sentences:

My father's house was burned.
 The bird's feathers are yellow.
 Jock's boat is painted white.
 Bessie's hat has just come.
 The polliwog's tail has just gone.
 The frog's skin is green.
 The cat's fur is soft.
 The horse's tail is long.
 My sister's watch has stopped.
 My uncle's house is large.

6. I wrote the following list on the board:

Whose tail is long? Whose ears are large?

Then I said, "The cow's tail is long. The donkey's ears are large." Then I wrote these on the board, and had the children fill them out:

Whose fur is soft? ——— bill is long?
 ——— hair is black? ——— feet are large?
 ——— eyes are small? ——— eyes are brown?

7. See California State Series Lessons in Language, page 56.

8. Copy sentences from page —, State Series Reader, telling whose.

9. Story for reproduction:

The Brass Bulls, E. Louise Smythe; Old Time Stories, pages 127-130.

THEIR

1. I told the class this story.

Once I took a long trip on the train. We reached a small town one day, to find the train ahead of us off the track. I looked about for something to do while I was waiting. Soon I saw the schoolhouse, and decided to visit it. But what was my surprise on reaching the building not to find any signs of anybody. The doors were open, and I went in. I knew the children must be near, for I saw their hats hanging in the cloak-room.

Here I stepped to the board and wrote: I saw their hats. "Now tell me something else I saw that belonged to them." The following sentences were given and written on the board:

I saw their coats. I saw their lunch baskets.

I saw their books. I saw their school-bags.

I saw their umbrellas. I saw their book straps.

I went into the schoolroom. There I saw what?

I saw their desks.

I saw their pencils.

I saw their drawings on the board.

I saw their papers.

Soon I heard a noise, and looking around I saw the children coming. Then I saw what?

I saw their teacher.

I saw their hands full of flowers.

I saw their dresses.

The teacher invited me to stay until noon. Then I went home to lunch with three little sisters. "What do you think they showed me?" I had the children each write a sentence on the board.

They showed me their toys.
 They showed me their pictures.
 They showed me their mother.
 They showed me their pets.
 They showed me their garden.
 They showed me their flowers.
 They showed me their story books.

2. I had the children copy ten of these sentences.

3. Write me a sentence with the following:

Their gardens.	Their houses.
Their lessons.	Their money.
Their large horse.	Their own way.
Their books.	Their examples.
Their trees.	Their banner.

4. Answer the following questions in good sentences:

Of what do the Esquimaux make their houses?
 Where do toads lay their eggs?
 Where do the tent-moths lay their eggs?
 Where do woodpeckers make their nests?
 What do good children do with their toys?
 How should children study their lessons?
 Where do woodpeckers get their food?
 When do the farmers plant their grain?

5. Once I knew two little girls who were very untidy. A friend came to take them to ride, but they could not find their things. They cried bitterly when the friend drove away without them. Write me six sentences telling me where they found their things.

6. Write sentences telling what mother rabbits teach

their young, what dogs teach their young, how the mother toads treat their young.

7. Make me ten sentences containing "their."

8. I told the following story:

Ikwa and Magda

Far, far away in the North the winters are long and cold. Here in the land of the Eskimo lived a little girl and her brother with their father and mother. The little girl's name was Magda, the little boy's Ikwa.

Now, Ikwa and Magda lived in a house very different from ours. Their house was made of snow. It was not very hard to build, for their papa built it in one day. He cut big blocks out of the snow and put them carefully together. They left a hole in one side, through which they had to crawl inside on their hands and knees. The inside of their house was very queer.

They had only one room, in which everything was done. Their beds were made on a bench of ice, and were covered with heavy sealskins. Their stove was not like ours, either. They had a lamp, with which they cooked their food and kept themselves warm. When dinner was ready, they all sat down on the floor around a large bowl, and ate from it with their seal-skin spoons and bone knives.

Now I am sure you would like to know how Ikwa and Magda spent their time. In the Northland all the little boys and girls have sleds. Ikwa and Magda had a pretty one, which their papa had made for them. The runners were of bone, and the top of strips of seal-skin. Their papa had brought back these things from his long fishing trip.

What fun Ikwa and Magda did have with their sled! Sometimes they played a game. Whenever papa killed a deer, he gave the children the antlers. The children set up these antlers in the snow, leaving

a short distance between them. Then they rode through on their sled, and shot at the antlers with their arrows. It was very hard to hit them.

Neither Magda nor Ikwa could ever write their names. They did not go to school, for there was none to go to. The children knew a great many stories, though.

Another game which Magda and her brother would play was very funny. They often sat on the floor together in their little house. Then they would hold their toes with their hands, and move along by jumps. Oh, what fun they had, and how they would jump! The one who could go the faster would beat, and how little Ikwa and Magda would jump and tumble around on their floor!

Magda's little dolls were made of wood, and their clothes were of sealskins and furs. Both she and Ikwa spent many happy hours with them.

The little boys and girls of the far North like candy as well as their little cousins of the South, but I am sure you would not like their candy when I tell you what it is. It is the red skin of a bird's foot, soaked in fat. Magda and Ikwa ate it and liked it. I wonder why?—Because their cold climate makes them like fat.

9. Answer the following questions:

With whom did Magda and Ikwa live?

Of what was their house made?

How did they get into their house?

Tell how their beds were made.

How did they keep warm?

Where did their papa get the material to make their sleds?

What did they do with their sled?

What game did the children play at night?

What did Magda play with?

Their clothes were made of **what?**

What was their candy made of?

10. Reproduce the story.

11. I had the children tell what "their" stood for in each sentence.

12. I underlined every mistake in their compositions, then returned the paper. The children corrected the sentence, rewrote it twice, then made up two of their own like it.



LIBRARY OF CONGRESS



0 021 729 187 2